

JUNE, 1958

BUSINESS EDUCATION WORLD

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From Summer Work

PAGE 14

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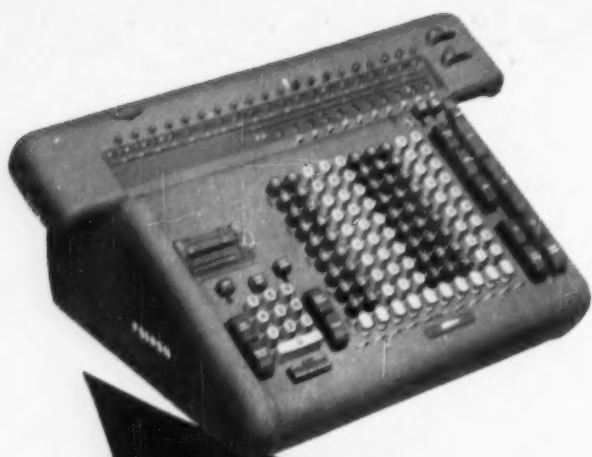
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TRAINS
BUSINESS STUDENTS

PAGE 11





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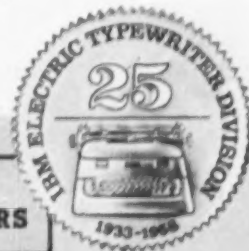
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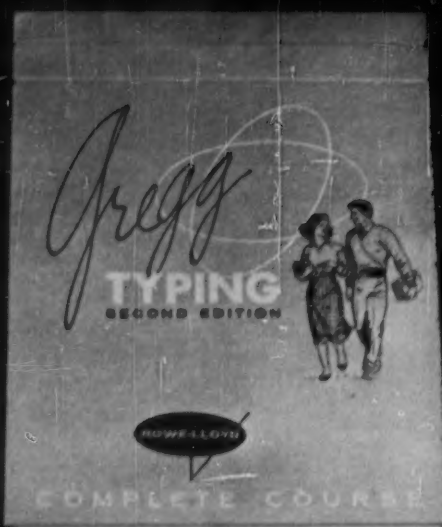
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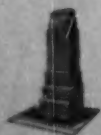
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THE BUSINESS TEACHER'S

Problem Clinic

HERE ARE THE CONTEST WINNERS we promised you—five of them, since as in last year's contest, we came up with a second place tie. This year it is in the solutions division, so we are awarding two second prizes of \$15 in addition to the first prize of \$25; as announced, the best problem carries a prize of \$10 and the second best a prize of \$5. Next year, more prizes will be awarded, so start that writing now. Following the list of prize-winners are three new problems that should keep you thinking through the summer. Address your letters to Problem Clinic, BEW, 330 West 42 Street, New York 36. See you in September!

SOLUTIONS

FIRST PRIZE, Ruth Hamilton, North Salem High School, Salem, Oregon

SECOND PRIZE, Mrs. W. L. DeVaughan, Stanley (North Carolina) High School

SECOND PRIZE, B. Margaretta Williams, Greencastle-Antrim High School, Greencastle, Pennsylvania

PROBLEMS

FIRST PRIZE, Mrs. Lois Kernan, Saratoga (Wyoming) High School

SECOND PRIZE, Ruby Lee Nelson, Iola Senior High School, Iola, Kansas

How can we encourage shorthand students to take jobs upon graduation that require the use of their shorthand ability?

Every year I see several of my students taking jobs that require only typing and office-machine skills. This concerns me, and I would like to know how we, as business-education teachers, can prevent it.

Recently I discussed this problem with a personnel director, and she said it was getting to be difficult to hire shorthand writers. Applicants (who had shorthand skill) were very willing to accept a job at less pay if they were assured of typing or office-machine work—but no shorthand!

It seems to me that we are doing a better job than ever before in training our students to write and transcribe shorthand with the various award programs, dictation records, more interesting textbooks, etc. The students whom I have trained in the past years and who have taken "stenographic" jobs report that they thoroughly enjoy using their shorthand and that they have sufficient skill. Hence, they are prepared!

I am a firm believer in the value of individual conferences with students throughout their high school work. At these conferences we always discuss the possibilities of stenographic jobs, etc. Yet, some who seem convinced, when talking to me, that they want to use their shorthand have taken routine jobs as mentioned above.

Is it not a vital problem to us then to keep these students interested in shorthand, so that they will make use of this skill that we and they have worked so hard to develop?

IDONNA BURKHART FLORELL
David City, Nebraska

(1) Time and time again, students are discouraged by the low letter grades (A, B, C, D, and F) received on the letters they write. What is the proper and fair method of grading letters in business-correspondence classes? Textbook suggestions would be appreciated.

(2) How should grammar be taught? Should it be considered a skill and taught through the use of repetitive drills in the form of sentences? Or should grammar be learned in an incidental way, through a series of writing exercises—letters, compositions, etc.? Also, textbook suggestions for the course would be appreciated.

JACK BROWN
Valley Junior College
Van Nuys, California

(Continued on next page)



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APRIL PROBLEM

There is in our school at the present time a partially sighted boy, very bright mentally, who is to be a member of a regular beginning typing class in September.

The State Director for the Blind was consulted during a question period after a recent address sponsored by our education association. His recommendation was that this boy be treated in every way as a fully sighted person.

Knowing the boy will not be able to see the typing chart even though seated close to it and that the textbook will be readable only if held close to the face, I am wondering if there are teachers who have had a similar problem and who have found a practical solution in which the student is a participating, inconspicuous member of the usual beginning typing class.

Dictation and Braille are regarded as undesirable.

ANONYMOUS

Dear Anonymous:

In *Parade* for April 6, 1958, Sid Ross tells how "California women find a way to let the partially sighted read, study—and learn." The "eyes" really are big-print school textbooks that permit the youngsters to read, learn, and keep pace with other school children their own age.

It is true that the townspeople should be interested in the project in order to make a book for the boy. However, the article states that further information on how to go about making a textbook with big, easy-to-read 18-point type may be obtained by writing to Mrs. Lorraine Marchi, Aid to the Visually Handicapped, 1963 McAllister Street, San Francisco 15, California. The article to which I refer follows:

"'New Eyes' for Children," by Sid Ross. The photos on these pages show how a group of local women have created a program unique in the U. S. to provide "new eyes" for partially sighted children.

The "eyes" really are big-print school textbooks which permit the youngsters to read, learn, and keep pace with other school children their own age.

The women, all volunteers, copy and assemble the books themselves, then distribute them, free of charge, to boys and girls in California and other states.

It all started several years ago when a San Francisco housewife, Mrs. Lorraine Marchi, 34, discovered that her son was partially sighted. Doctors told her that the child would never see well: his vision had been impaired from birth. Mrs. Marchi learned that her son's vision was like that of about 75,000 other American children, whose eyes are not "hooked up" properly to the nerve

network that controls sight. Many such children are labeled legally blind.

Mrs. Marchi also learned that such children need special books from which to study in school. But a quick search revealed that the books were largely unobtainable. The few available volumes were extremely expensive. So she went into action and formed a group known as Aid to the Visually Handicapped.

Volunteers and money came in—and still do—from the local chapter of the National Council of Jewish Women and from the PTA of San Francisco's Robert Louis Stevenson Elementary School. In four years, AVH volunteers, with the aid of a duplicating machine, ink, and paper—all donated—have produced more than 6,000 volumes of 75 texts on spelling, reading, English, and other school subjects. Today each of the 75 partially sighted youngsters here has a full complement of required texts in big, easy-to-read 18-point type.

Says Mrs. Barbara Hart, mother of a 9-year-old daughter: "Without those books, Judy's chance of getting an education would be practically nil."

If children in your community need this kind of help, why not start your own group to give it? For information write to Mrs. Marchi.

HILDA MESICK

Wapato, Washington

Dear Anonymous:

Last year I had the pleasure of working with a partially sighted boy in my typing class. The practical solution to this problem is to work with the individual this spring or prior to the time he reports to class.

Find out where the best place is to put the copy—right side, left side, flat on desk, on a book holder, etc. Give him a few private lessons now; then when he registers for your typing class, place him in the back of the room, close to a window. Knowing the home keys, and perhaps a few other keys, on the first day of school will give him a lot of confidence and a great feeling to know that he is ahead of the class.

PRESTON ROHNER

Grants Pass (Oregon) High School

Dear Anonymous:

I taught a partially sighted girl in business college one summer. She reminds me of the boy who is to be a member of your typing class. This girl was also very intelligent. All the members of her family have an eye deficiency, but, like them, she had learned to live with it. The student's morale was good; she was very cheerful and was willing to learn.

We had a paper holder built up over the front of the machine to hold her typing chart. This was furnished by a typewriter company. She learned the keys in this manner. Later on her copy was enlarged, and she fol-

lowed it in the same manner. Of course, after she knew the keyboard, the rest was easier. This would work out only if your student could see large print at a short distance. I hope this suggestion will help.

OPAL HEATHERLY

Rich Hill (Missouri) High School

JANUARY PROBLEM

My problem is every teacher's problem—that of incorrect spelling. I feel that, if we bring the problem of how to teach spelling to the Problem Clinic, we can all get some good, workable ideas—and, too, misery loves company.

What do you think about having a list of from 300 to 500 words compiled each year—by NOMA, if at all possible—and using it as one of the means of guiding students into and out of shorthand?

I gave the following list of words to my shorthand class at the beginning of this year.

(Space does not permit us to repeat the list here. It appears on page 5 of the January BEW.—Ed.)

The scores ranged from 87 to 30 per cent, with an average of 40 words misspelled out of the 100. The class, composed of senior girls, is a poorer class than I usually have, but it seems that I always get more than my share of poor spellers.

I'd like to know how other business teachers cope with a situation like this. Just how do they teach spelling without taking too much time from shorthand, typing, and transcription?

I am beginning to wonder more and more if our audio-visual age won't bring about simplified spelling, as it brought about simplified shorthand. What do you think?

I'm going to look forward to the exchange of many useful ideas that will be of help not only to me, but to many other teachers in the field.

RUBY L. NELSON

Iola (Kansas) Senior High School

Dear Miss Nelson:

Have you seen the list of 900 words on the NOMA spelling list this year? We give the NOMA spelling test to all our commercial students three times a year and have found that our spelling has improved greatly. The students who did miss over twenty words on these spelling tests this year were required to correctly write 20 times each word that they missed. A bit old-fashioned I'll admit—but it worked. Our students in a small spelling contest in our county tied for first place as individuals, and their team ranked first. This is the first time our group has won anything in spelling. We believe that our

MEET THE WINNERS

Here are the top eight classes in
Esterbrook's national Gregg-shorthand classes

COLLEGIATE—CLASS A		School	City	Teacher
1st Place:		State Teachers College	Bloomsburg, Pennsylvania	Walter S. Rygiel
2nd Place:		North Carolina College	Durham, North Carolina	John V. Turner
COLLEGIATE—CLASS B				
1st Place:		Glendale College	Glendale, California	Mrs. Margaret Thompson
2nd Place:		St. Helena Commercial College	Louisville, Kentucky	Sister Bernardine Sienna, S.C.N.
HIGH SCHOOL—CLASS A				
1st Place:		Bellaire Senior High School	Bellaire, Texas	Mrs. Margaret T. Bleil
2nd Place:		Wenatchee High School	Wenatchee, Washington	Cathleen Babcock
HIGH SCHOOL—CLASS B				
1st Place:		Saint Joseph High School	Lowell, Massachusetts	Sister Saint-Matthieu
2nd Place:		St. Justin High School	Pittsburgh, Pennsylvania	Sister Myrene

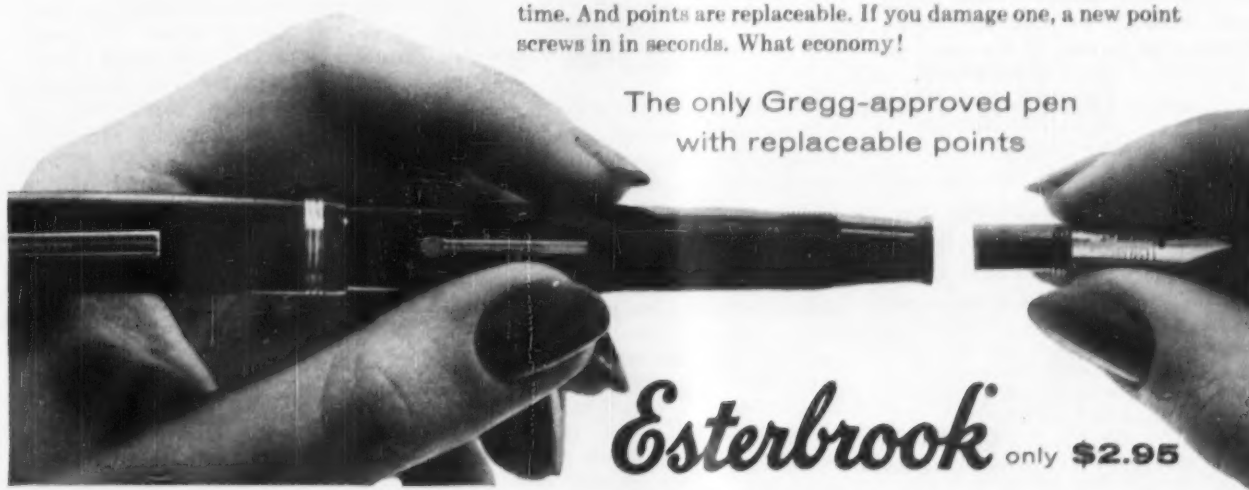


These eight shorthand classes have been judged the best in all the United States in Esterbrook's annual Gregg Shorthand Contest for 1957-58. Congratulations to the winning students and teachers alike. And congratulations, too, to the many other fine classes that entered the contest.

Another contest will be announced very soon. So if your class didn't enter this year, you'll have your chance again. Watch for details in this magazine.

And remember, all year round, in all your shorthand, you'll do better, easier-to-read work with a Gregg-approved Esterbrook pen (Gregg point No. 1555). The cost is a modest \$2.95, yet an Esterbrook is a quality, precision pen that can last you a lifetime. And points are replaceable. If you damage one, a new point screws in in seconds. What economy!

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NOMA spelling lists and tests are helping us a great deal, and we certainly hope to continue using them.

Our administration is working hard to improve spelling from the grades on up to high school, and, of course, this will help us. Our English department and other departments are stressing spelling. We have spelling lessons in shorthand; we count off for spelling errors in typing, office practice, and other commercial courses. We feel that our students are becoming "spelling conscious." On award day, we will give out NOMA awards for perfect spelling scores. We try to recognize our good spellers publicly every time we can. I have always found that "a little sugar instead of vinegar" helps in spelling as well as other fields.

Spelling is an "over-all" problem from the primary grades up through college, but I sincerely believe that with every department working together we can make progress in the next few years. We certainly could use help from both parents and the public, who have been doing enough "lamenting" about our "poor spelling" lately. Maybe we will have their support with the students at home.

Although we will have to admit that some students seem to have a "spelling sense" that others don't possess, I firmly believe that spelling in the commercial department can be taught only by correct habits and repetition. We all realize that the difference between a good and poor secretary can sometimes be determined by their dictionary habits. Perhaps our spelling would be improved if we spent a little more time on "dictionary study." Several companies put out some good study guides along this line.

Perhaps our audio-visual age will bring about simplified spelling the same as it brought about simplified shorthand. Maybe it should. I am quite sure that people from other countries find some of our words quite difficult to spell by sound. Maybe that is one of the answers.

OPAL HEATHERLY
Rich Hill High School
Rich Hill, Missouri

Dear Miss Nelson:

The following appears in the October, 1957, issue of "Business Education in Louisiana":

"More than 95 per cent of the writing today is done on the typewriter; therefore, it is most important that we 'teach our fingers how to spell.' Many excellent typists cannot spell a difficult word orally, but they can spell it correctly with their fingers. Why? Because they have trained their fingers to spell.

"An excellent time and place to begin

this training is during the first five minutes of every typewriting class. Set a goal to learn to type correctly five words at every session of the class. Thus, while we are learning to type, we are also learning to spell. The teacher might begin with the first five words on the NOMA International 900-word spelling list: *abbreviated* (or *inimitable*), *lease*, *mileage*, *publicity*, *reciprocate* (or *zenith*).

"The teacher pronounces the word *abbreviated* very carefully, in syllables, and writes it on the board in syllables: *ab bre vi at ed*. (If you have the 1958 list: *in im i ta ble*.) The students type the word several times. Remember, it is repetition that clinches the correct spelling, that teaches the fingers to spell.

"The next word, *lease*, is a one-syllable word. The teacher writes the word on the board, and the students type it several times. The same procedure is followed for *mile age*, *pub lic i ty*, and *re cip ro cate* (or *ze nith*), the teacher making sure that the students know the meaning of the word as well as the correct pronunciation and spelling.

"The teacher erases the words from the board while the students remove their papers and reinsert them for a final typing of the words on the reverse side of the sheet. As the teacher dictates each word, the student types it and throws his carriage. If a mistake is made, the student has the privilege of retyping the word correctly before throwing the carriage. In five minutes, the students have taught their fingers to spell five words.

"During this practice, the students' attention may be called to certain finger patterns in typing. While they are learning to type, they are also training their fingers to spell. If five words are mastered each day, in 180 days the students' fingers will have learned to spell 900 words, or all the words on the NOMA International Spelling List."

On page 3 and page 9, in this state bulletin, there is information on two spelling projects, one run by NOMA and one by FBLA. For the NOMA list, write to T. W. Kling, NOMA, Willow Grove, Pennsylvania; he will send a copy of the list for each student.

GLADYS PECK
State Supervisor of
Business Education
Baton Rouge, Louisiana

Dear Miss Nelson:

I do not believe we should penalize students by depriving them of taking shorthand because they cannot spell. Rather, I believe it is our system of "not teaching spelling from the first grade up through the twelfth" that is at fault. Surely, spelling is not such a difficult subject that students cannot learn it. If they have not had formal spelling (and by this I mean that they have a spelling textbook with regular lessons assigned for study and checked with remedial practice on the words missed), then they probably cannot spell. If they have not

had similar kinds of spelling training through their school years, it is we teachers who have slighted the subject of spelling and not they.

Let's right the wrong that has been done. Let's use the NOMA list and similar lists to teach spelling wherever we find poor spellers. I have to teach spelling in junior college. My students can't spell either. I teach spelling in typing, business English, office practice, shorthand, and transcription classes.

In my typing classes, I use the supplemental text, *Spelling at Your Typewriter*, by Craig and Leslie. It takes about ten minutes of my typing period to drill on spelling. In my business English class, I use the supplemental text, *Correct Spelling*, by Charles G. Reigner. We spell three times a week in this class. Total class time used is about forty minutes a week. In office practice, I use various prepared spelling lists. Students study a list of 30 words for a week and spell at the end of the week. In shorthand, we use the shorthand workbook, which takes about ten minutes of the class period. It has excellent English and spelling drills, and they help to automatize details of correct transcription. Students keep a list of the words they miss in a special spelling section of their notebooks. Individual spelling tests are given on the lists they accumulate to see that they are overcoming their own spelling weaknesses.

Don't eliminate all the poor spellers in high school from shorthand—or I will get more than my share in junior college. Seriously, I believe I am achieving some success with spelling, even at the late junior college level. I find students really want to learn to spell, and they work hard on spelling. This year I have noticed great improvements. My "low" on the spelling test listed under your problem in the January issue of BEW was 69 per cent; my high was 92 per cent—not high enough but encouraging. Some of these students will have another semester of business classes with me, and I will keep drilling on spelling in whatever classes they select from my department. The little improvement I see compels me to work harder with the remedial-spelling practice in all my classes.

Eventually, I believe, spelling will catch up with shorthand writers; and when it does, we will all be proud of our accomplishments. I say, let's accept what our school has passed on to us—the poor spellers—and let's make spellers out of them, even if they are old before they learn.

THELMA L. OKERSTROM
Palm Beach Junior College
Lake Worth, Florida

LETTERS

To the Editor:

I certainly enjoyed Ruth Unrau's article, "Have You Thought about Moving?" in the February issue of BUSINESS EDUCATION WORLD.

For a number of years I thought there was just nothing like the security of being in one place, until I finally decided that a new or different job might be more challenging. Not only did I find that it is difficult to leave one's own home, but I ran into further difficulties—the community had accepted us as permanent fixtures. Perhaps that was understandable from their viewpoint; but after twenty-two years in one area and twelve in one school, I decided to make a decision. Should we remain here for the rest of our lives or tackle a new and challenging situation?

Our church asked us to consider the position I now hold—business manager, college teacher, and basketball coach. I am enjoying it very much. The trip was wonderful—drove up the Alcan highway—and the scenery, as in all of Alaska, is beautiful.

We are right on the verge of building a new campus, setting a business curriculum, and arranging a basketball program. I never dreamed of taking a basketball trip on a boat or plane. All this keeps me very busy, but I am enjoying every day of it.

During our vacations, we hope to be able to see more of Alaska and possibly, some summer, take a trip on one of the freighter boats that will soon be going back and forth to Japan.

As for the future, perhaps another challenging situation and a new educational experience. The only difficulty is losing out on retirement plans.

We are here because my family (wife, son, and daughter) wanted to see Alaska. Perhaps more families ought to push Dad off to a new location.

More and more high schools are being built every year, from Metlakatla to Barrow. There is a rich and rewarding experience for those interested in teaching in the land of the "last frontier." The people are wonderful to work with, including the students (white and native) who certainly have a different philosophy from their stateside brothers. I can't say that one is definitely better than the other—but let's say a combination of the good of both would be ideal.

I'm sure many people will benefit from Miss Unrau's practical article.

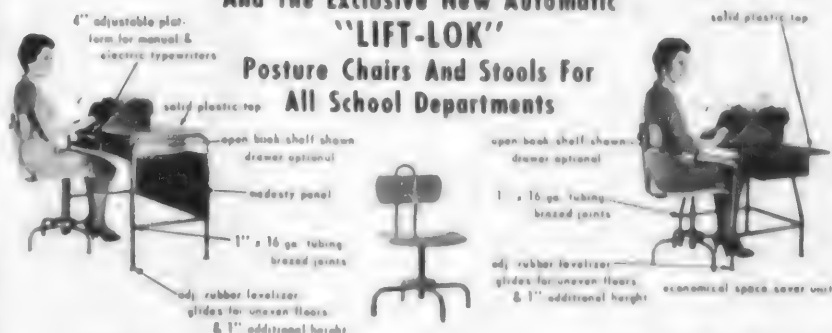
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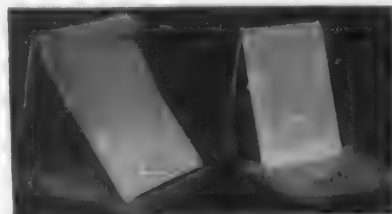
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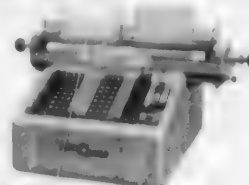
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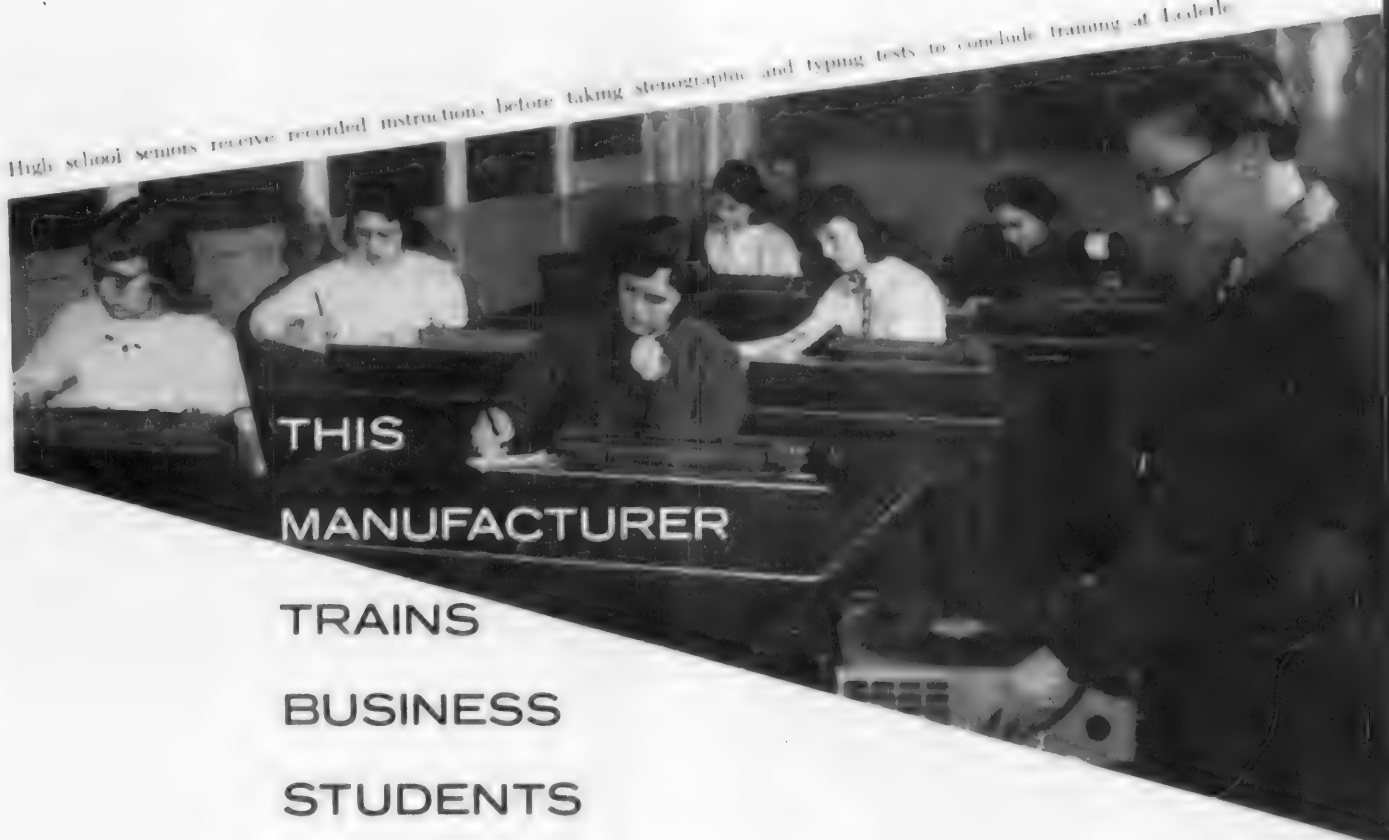
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JUNE, 1958

BUSINESS EDUCATION WORLD

High school seniors receive recorded instruction, before taking stenographic and typing tests to conclude training at Lederle



THIS MANUFACTURER TRAINS BUSINESS STUDENTS

A branch of American Cyanamid uses its own plant and personnel to train high school students

ORVIS R. HAZARD, *Co-ordinator, American Cyanamid Branch, Rockland County, New York*

FOR THE PAST FIVE YEARS, a unique co-operative office-study program has enabled 248 business students in the seven high schools of Rockland County, New York, to receive training in business practices by one of the world's largest pharmaceutical firms. This joint industry-education venture was designed to permit high school commercial students to observe office procedures and practices of a large industrial firm under actual operating conditions.

Rockland County is a relatively small county near New York City on the west side of the Hudson River and north of the New Jersey State line. The construction of the Tappan Zee Bridge across the Hudson River between Tarrytown and Nyack and the building of the New York State Thruway through the County have caused a heavy migration into the County. Ten years ago, its population was 80,000; by 1975, it is expected to grow to 250,000.

The participating firm in this co-operative office-study program

THIS MANUFACTURER TRAINS BUSINESS STUDENTS (continued)

is the American Cyanamid Company. The program is carried on at the 500-acre plant of its Lederle Laboratories Division in Pearl River, New York.

Describing the venture as a part of the continuing efforts of high school guidance counselors to correlate school studies with future careers, John S. Stewart, Lederle's director of industrial and community relations, said: "We hope that this co-operative study plan will prove to be of benefit to all industries of the area, since it will give the commercial student experience with the equipment and actual operating conditions they will meet as soon as they have completed their schooling. We are



JOAN LOBDELL (center) practices on a standard typewriter, while Beverly Raebuck and Anne Bohnel try out electric.

very pleased to have been in a position to provide facilities for the project itself and to assist the area vocational counselors in their efforts toward complete student training."

The Rockland County high schools co-operating in the project are Clarkstown Junior-Senior High School, Haverstraw High School, Nyack High School, Pearl River High School, Spring Valley High School, Suffern High School, and Tappan Zee High School.

In the fall of 1953, Lederle Laboratories discussed with representatives of the seven high schools and the Vocational Education and Extension Board of Rockland County the possibility of offering, in its plant at Pearl River, some type of office training or office work experience to high school senior boys and girls. It was decided, after several conferences, that high school students would benefit most by instruction in business practices in a classroom at the Pearl River plant.

This co-operative office-study program is an in-plant extension of normal school training. Here's the way it is conducted:

The Vocational Education and Extension Board coordinates the program each year and furnishes transportation for the students to Lederle Laboratories. (The Vocational Board is the county educational service organization through which the local school districts have co-operated for many years in providing vocational education, pupil personnel services, and shared instructional services to their students.)

The guidance counselors of each local high school select the students who participate. Each school is left free to develop its own criteria for selection.

Lederle Laboratories' office service department conducts the actual training program, providing instructors, equipment, facilities, and materials. At the end of the training program, each student's progress is reviewed by the company instructor.

Fifth Year Brings Expansion

Inaugurated in 1954, the program has been repeated each year, beginning in February and continuing for eight weeks. During this time, there are four training sessions of two weeks each. Each day's training session begins at 1 p.m. and ends about 4:45 p.m. The number of students participating from each high school varies from year to year with the size of its business department.

During each of the first four years of the program, 48 students from the seven high schools received instruction. This year, 56 participated. The number permitted to attend each two-week session was limited to 12 during the first four years of the program, because Lederle Laboratories and the high schools believed that the training should be very intensive and carefully supervised. This year, the number in each session was increased to 14 at the request of the Rockland County Guidance Association, whose members said that they would "like to see more students have the opportunity to receive the benefit in a realistic business situation each year."

At the same time, the company's personnel department administers aptitude and achievement tests, maintains personnel records on each trainee, and prepares a final evaluation of the trainee's qualifications. All exercises and work completed by the students, as well as the company instructor's evaluation, are turned over to the school instructors at the end of the training program.

Students selected for training are advised that their participation in the program will not require them to accept any offers of employment by Lederle Laboratories; in turn, the company is under no obligation to employ any



THE HANLEY TWINS, Lorraine and Loretta work with Dictaphone transcribers during their final week of training classes at Lederle Laboratories. (In background: Pat Klein, also of Nyack.)

of the trainees. Since the students are not actively engaged in work for Lederle, they are paid no salaries; and none of their practice material is used by the company.

Each two-week session includes practice lessons in typing and dictation, using company letterheads and forms. Other phases of the training include demonstrations of office tabulating equipment, such as adding machines and calculators, and practice work with various types of reproducing and duplicating machines.

When students complete the program each year, they are requested to express their opinions about it and to make suggestions for its improvement. Antoinette Zaccardo, a senior secretarial student at Haverstraw High School, commented: "It gave me a great deal of confidence in my ability. The experience made me feel I was really working in an office, and I was able to get used to office procedures and learn many new techniques."

Judy Schefeick, of Clarkstown Junior-Senior High School, New City, stated: "I have learned countless new techniques that I am sure will aid me in my future work. Aside from learning new things, I have learned more about what a real job would be like, including the human side of it."

Lederle Laboratories has employed 58 of the 192 students who completed the program during its first four years. All of them have proved to be satisfactory employees. Joyce Haltner, who was graduated from Spring Valley High School in 1954, works for Peter Eichler, administrative assistant to the director of bio-chemical research. Joyce "found the co-operative office-study course valuable because I was already familiar with the general office procedures when I came to Lederle Laboratories."

Occupation without Commutation

Nancy Sutherland, a 1955 graduate of Suffern High School, is employed in Lederle's personnel department by Clinton Terwilleger, who, as co-ordinator of personnel services, administers the Educational Assistance Program. Nancy says, "The office-study course gave me a chance to see what Lederle is like. I am glad I did not choose the commuter's life."

Geraldine Guglielmello was employed in the budget and

statistics department after graduation in 1957 from Tappan Zee High School, Piermont. Gerry comments: "I was interested in the things that were different from my high school course."

The students in the program who were not employed by Lederle feel that the training was worth while, because they have developed techniques and attitudes that have helped them in positions with other firms.

The benefits accruing to the students participating in this program have been summed up by this statement from the principals of the seven Rockland County high schools in a letter to John Stewart, Lederle's director of industrial and community relations: "Many of us have talked with the students as they have returned from their training period. We have seen new enthusiasm and pride in their work. The high school principals wish to thank and commend you and your staff for continuing this excellent and worth-while program. Your efforts in the business area have been of great assistance to the pupils of Rockland County."



LAST DAY: Patricia Chitt has a practice employment interview with Miss F. E. Whalen of Lederle's employment office.

YOU

CAN

LEARN

A

LOT

FROM

SUMMER

WORK

SUSAN SUDDERTH

Adult Education Center, Chicago

DO YOU KNOW all the problems that will confront your students when they go into a business office for their first job? As a business-education teacher, you are just as responsible for this aspect of the preparation of your students as for seeing that they can take dictation intelligently and type efficiently. If anything, awareness of these problems may be more important than skill development—for their reactions to the adjustments of getting started in an office will certainly be reflected in their production.

When I became a business teacher seven years ago, I had years of office experience behind me. But from that time until last summer, I hardly set foot in an office. It suddenly occurred to me to ask myself, "How up to date is my experience now?" So, last year, as soon as I had graded my last paper and balanced my last attendance summary, I returned to a nine-to-five job. I actually worked in several offices during the school vacation; and the variety of my experiences made me wonder whether we teachers are doing *all* we should be doing for our students. As I encountered one thing after another that was not in the book, I thought of specific individuals I had had in my classes. I wondered if Betty Sue would know what to do in such a situation, or just how Hal would handle *that* problem.

Securing the Job

My first step was to go to an employment agency and register. (Although I was participating in a work-experience program co-ordinated by Teachers College, Columbia University, I still had some responsibility for getting my jobs.) I had heard all sorts of remarks about the crying need for office workers; but when I investigated, I didn't seem to be able to find "just the right thing." And I remembered how so many of my students had seemed to have the feeling that there might not be a job for them.

The employment agency told me, of course, that I'd be contacted as soon as something opened up and that this would surely happen "within a day or two." How many of our students sit around waiting for such a call? Do they know that they must take the initiative and call back, or even visit the office again? If they're afraid of making nuisances of themselves, they can always say, "I've been away all morning and out of reach of a telephone, and I just wondered if you had tried to call me."

There is also the matter of possible testing by the agency and the conditions under which such tests are given. Students might be tipped off to tuck a pencil, typewriter eraser, and notebook into their pockets, or even to take along a small dictionary. Employment agencies and offices have been known to give an applicant a few sheets of typewriter paper, a pencil, and a few minutes' dictation and to expect a mailable letter. We'd like to think that our people never misspell words or make typographical errors; but a typewriter eraser wouldn't take up much room, and it might come in handy if it could be easily located.

As for agency fees: Students should understand how the various types of agencies work, especially the private ones. The fee may be paid over a period of time, or there may be a reduction if one lump payment is made. Sometimes the employer pays the fee or reimburses the employee for the fee he has paid. Our students should realize all these possibilities and be sure of the terms of their contracts with agencies.

In my case, I was working with an organization that did not call itself an employment agency. It actually hired people, then sent them out on jobs. This made for a considerable lag in the payment of salaries. But even with this scheduled delay, the check did not always arrive on the day following the one specified by the agency as the mailing date. My first week's check, instead of arriving on Thursday of the following week, didn't come until Saturday of the third week. And the second check was no more prompt, although I made a protest with the second week's time record. For some young person who hadn't anticipated such a delay, this might be a real catastrophe.

Meeting the Supervisor

Once in an office, the beginner's first contact is with the supervisor. The student is accustomed to supervision from a teacher—or from two or three teachers—who has had intensive training in how to handle learners and is presumably expert in giving instructions. When the student comes to the job, is he going to find as good a "teacher"? In some large offices that are personnel-conscious, and in an occasional small office, he is going to find excellent supervision; but business teachers should not count on this. The student needs preparation for realistic as well as ideal situations, and he must be able to follow all sorts of directions, including those given by one who has done the job until it has become rote.

I worked on three different jobs and ran into three entirely different situations. On the first job, I was given sketchy instructions and the supervisor was gone, leaving me to get supplementary instructions either from his secretary or from one of his associates, who had his own work to do.

On the second job, my supervisor often had to go to his immediate superior for instructions. This person either explained things to my supervisor while I listened or explained directly to me.

On the third job, in a large office, my first contact was with the personnel director. He called a man to tell him that I was in. This man, who was head of the department, was glad that I had come but was too busy to see me; so he referred the personnel director to someone else. The second person was also glad—and also busy. He referred us to the young woman with whom I was to work. Abandoning the telephone, the personnel director took me to this woman's desk and left me. Here I found a remarkably pleasant girl; but she hadn't even known I had been hired and didn't have time to explain my duties and responsibilities. It wasn't her fault—it simply happened that the telephone was continually ringing. Finally she passed me on to a young woman who was doing similar work. She stopped and gave me something to do—and, fortunately, she gave me very good supervision as well.

The Long-Range Relationship

Relations with a supervisor are a matter not only of initial contact but of continuing contact. Does he have control of the situation, or is he insecure because he doesn't have a clear picture of his own job? Does he criticize in a constructive or in a fault-finding way? Does he offer praise or show appreciation? If so, is it sincere, or exaggerated and false?

At this point, you may say, "But how can we prepare our students for all these situations?"

**Summer work convinced this teacher
that we must do more
to cushion students against the shocks
that await them in the office**

Well, teachers vary in personality, of course, and students have to make some adjustment to even the best of them. But I think we can make the students conscious of the fact that even more drastic adjustments may be necessary on the job. Sometimes the teacher can purposely give scanty instructions and let the students work out the solution as intelligently as possible. The teacher should also consider the possibility that what he thought was clear was not so clear to the student and should then talk with him about reaching an understanding of what another is trying to say. If a teacher "blows his top" about an error or about poor handling, he need not feel remorseful or defensive. Instead, he can immediately point out to the whole class that an incident like this can easily happen in an office; and the class can discuss how to cope with the situation so that it will not have a traumatic effect on them.

Working with Fellow Employees

Contacts with fellow employees probably constitute a bigger problem than the contact with the supervisor. Just as personal relationships develop in a classroom, formalities and restrictions tend to drop away in an office. There are some people who can take any development in their stride; but others will be completely overwhelmed at times. The least we can do is to give our students a little preparation.

Some office situations may affect the individual even when they don't involve him. In my first days on the job, I was reawakened to "man's inhumanity to man" by the snatches of sarcasm I overheard; the use of the word "dear" so many times, each time with the hollowness and sharpness of a hypodermic needle; the petty selfishness of people grabbing things for themselves. These cases are, of course, in the minority; but I'm afraid that they occur frequently enough to warrant our attention.

Most offices of any size have cliques. The envelopment, or lack of envelopment, of a new person into one of the cliques—and the particular clique involved—will have a definite effect on that person. We find this same thing happening in school, although probably to a lesser degree; and in the better schools, the new student usually gets some help in making congenial contacts.

What must the beginner do when the person sitting next to him strings out a long, personal narrative? And how much of his own business should he discuss? He does not want to appear unfriendly or tight-lipped. At the same time, he does not want to waste the employer's time nor be too free with the facts about his own private life. And how is the newcomer to react to first one and then another who tells him what is "wrong" with the office or with a particular employee? He wants to be

SUMMER WORK (continued)



OFFICE GOSSIP is a big problem for the newcomer. How should she react?

friendly, but he must stay within bounds. Each office has its own standards that must be quickly learned. I still remember my dilemma, as a very young employee, when the girl next to me offered me a stick of chewing gum after lunch—me, direct from the portals of Girls' High School!

And there is also the reaction to fellow workers' attitudes and ethics, especially when they differ from those that have been developed in the new employee. If the student has been proud of getting a job with such a fine organization, working for such outstanding people, how is he going to feel when he finds that the employees of long standing do not share this feeling? And if he has been inspired to put forth his best efforts, is he going to get the reputation, among those who get by in any old slipshod manner, of being an eager beaver?

Again, I think that the business teacher should make his students aware of these situations, which they are so likely to encounter, and do what he can to prepare them. (Let's not forget that there will also be friendly contacts and pleasant situations arising as students go into the business world. Sometimes we discover that counseling can be helpful in making the most of the good as well as making the least of the bad.)

Becoming Acquainted with the Job Itself

Probably the biggest adjustment of all is the job itself. When a stenographer goes out on a job, is she going to have 5-minute takes or 3-hour sessions? For that matter, is she going to have any dictation at all? And is she going to know how to do all the other things that she may be called on to do—or where to turn to get the

answers? What kind of copy will the typists be given to read? If it is in longhand, will it be legible? And what are the bookkeeping students going to be expected to do? Will they find all the theory that you said was so important gone out the window and only haphazard records kept instead? Will the person in charge of the books have studied a green textbook instead of the blue one? Or will the job be such a small part of such a big operation that the beginner will not be able to see the whole picture?

Obviously, the school can't teach *everything*—and a good teacher doesn't expect to. Instead, he must try to make the students self-reliant. Do they know when to ask questions and when to go ahead on their own as best they can? Too often, when they start a job, our students think that perhaps they should know the answers and so are hesitant about asking questions. This is undoubtedly a carry-over from school, where the teacher presumably never asks a question unless the class is supposed to know the answer, and it is assumed that those who do not know have failed to do the assigned task. Therefore, they must hedge, hide, or sneak a look at a neighbor's paper—anything to keep the teacher from finding out that they do not know. We teachers must make them realize that, in an office, there is no stigma attached to not knowing. Even questions that turn out to be foolish are usually received sympathetically.

I believe that, in the case of bookkeeping students particularly, and others to some extent, it is a good idea to encourage them to keep in contact with us for a year or two. We should be available so that they can come back to us with some of their questions and problems. This would, of course, apply mostly to those who had their terminal training under us. The teacher may know absolutely nothing about the work a former student is doing; but he can talk to him in their old, familiar language and work himself through the maze. I've found that it doesn't even discourage the beginner when the teacher says point-blank that he doesn't know the answer to a particular problem. But, as a rule, the teacher is able to make a few suggestions.

Within the Office Walls

Finally, there is the effect on the student of the physical setup of an office. Most office-practice classrooms are set up along rather simple, uncluttered lines even when they have the best of equipment. That may be one of the factors that make these classrooms unrealistic. Either there is very little equipment, or what there is has been provided after a sterile study of what should be in an office-practice classroom.

The office is not going to be like this. It may be simple or it may be ultra-modern. It may be neat and tidy, or it may be cluttered to the point of inefficiency. The applicant gets a quick picture of the office before he takes the job. If it is not to his liking, he should know how to make an evaluation. Some things he may be able to change gradually to everybody's satisfaction; other things he may have to accept. If he can't take this point of view, he shouldn't take the job.

When June rolls around, we send our students out with our blessings—and sometimes, I'm afraid, that's about all. If we give them more facts, perhaps our blessings will become more effective.

I Went to a Meeting Last Night...

*... and I thought the sideshows
were better than the main act*

YESTERDAY EVENING, I bolted my dinner in order to get to a meeting at seven sharp—the card that I had received had been most emphatic about the time. I needn't have hurried. When I arrived, there were half a dozen people present, including the speaker. To avoid feeling cut off from the rest of humanity, I sat in the third row, next to a lady with a green hat. In about fifteen minutes, there were enough people present to warrant starting the meeting.

The speaker was neither forceful nor exciting, and it took all my will power to maintain any interest in the subject. I was doing pretty well, though, until my neighbor in the green hat took out an emery board and began filing her nails, ignoring the looks of distaste cast her way by two ladies sitting on the other side of her. I was fascinated, and I would probably have continued watching her if the fellow in the gray suit on the other side of me hadn't started doodling on his program. I couldn't decide whether he was preparing a cartoon for a newspaper or drawing a likeness of the speaker.

My interest in the doodler was short lived, because I was distracted by a rhythmic snapping sound directly behind me. For a full twenty seconds, I tried to guess what the noise was, then my curiosity got the better of me, and I casually dropped my program under my seat in order to take a look. I should have known—the gentleman had one of those

MARJORIE FISH

Beaverhead County High School
Dillon, Montana

nifty ball-point pens, and his thumb was busy flicking the catch back and forth. I'm convinced that the ball-point pen was invented partly for the amusement of its owners at meetings.

Not to be outdone by the antics in our section, the people across the aisle began their part of the entertainment. I probably never would have noticed it if I hadn't detected a loud, metallic, rather musical sound, which I traced to a distinguished-looking man in a brown tweed suit. He was happily jingling coins in his pocket, completely unaware of the critical looks of people around him.

Working Out a Comedy Act

My interest in the coin concert was interrupted by the sound of someone stealing into the back of the room through the side door. I can no more resist taking a look at latecomers to meetings than I can turn down a piece of chocolate layer cake for dessert. I was forced to drop my program and turn around again. As I did so, my purse rolled off my lap with a loud thump. This caused several people in the row in front of me to turn around to see what was going on. When my coat slipped down in my chair and I had to go through ridiculous contortions in order to get it back up, I began to wonder if my curiosity was worth satisfying.

No sooner had I settled myself and prepared to assume an interest in the lecture when I heard a *rat-a-tat-tat* on the floor. Not that I was surprised—I could have told that lady in the red dress what would happen if she didn't stop fidgeting her pearls. Her face matched her dress for a few seconds, but she soon regained her composure and graciously thanked all of us who had scurried around on the floor retrieving those pearls.

Just as I was about to make another effort to force my attention back to the speaker, I became interested in a couple behind me who were talking in whispers. I intensely dislike people who whisper so low that you are forced to stop breathing in order to catch an occasional word of their conversation. I probably would have had better luck if the man in the gray suit hadn't taken out some gum and began cracking it in my ear. This dental exercise would have annoyed me a great deal if a bee hadn't zoomed in my direction, for it took all my powers of concentration to keep an eye on it. (I am one of those unfortunate people whom bees seem to like. I have been known to be stung by bees three times in one day.)

I became so interested in the bee's flight that I didn't notice the speaker leave the platform, but I was jolted out of my trance by loud applause. Imagine that—the meeting was over already!

I don't mind meetings at all.

BLANCHE DAVIS

Grandfalls (Texas) High School

Whether it's teacher, student,
or office manager . . .

A WORK-EXPERIENCE PROGRAM BENEFITS EVERYONE



TIME IS THE critical factor for business today. One manufacturing concern has stressed that "time is the raw material from which offices make their product." Well-trained manpower, therefore, has been called the key to a company's success, for speed and profit depend largely on the economical use of time.

But how is the average worker trained to meet such high standards of efficiency? Many times, beginners, who have not had an opportunity to apply their skills in "live" office situations, find it difficult to make an adjustment to the business world. These young people without work experience, who have had parental and pedagogical direction, understanding, and protection, suddenly find themselves thrust into a state of frustration because they are required to organize intricate routines into direct and economical procedures. The value of an office worker is determined by how much of this he can accomplish, by desirable personal traits, and by his ability to follow directions. ("School for Manners," BEW, February, 1956, substantiates the businessmen's reaction to the "experienced" school program.)

Practice Makes You-Know-What

It is as important for advanced business students to have on-the-job training as it is for teachers to have "real" students for student teaching. Some of the weaknesses in the business-education field can be attributed to teachers who teach business subjects in which they have had no "practice" teaching. It's the same with business. For instance, from executives we hear the constant plea for better typists who can meet office standards of proofreading, spelling and punctuation. Is this not where on-the-job training can bridge the span between students equipped with skills and the efficient office worker? When you stop to think of it, it is impossible for the working atmosphere of a business office to be recreated in the classroom. In the mind of each student rings the idea, "But this is school."

Before my students begin on-the-job training, they are briefed on interviews. We practice them for three days in class. On the first day, one student serves as receptionist, another as personnel manager, and a third as

BUSINESS EDUCATION WORLD

the applicant. The applicant enters the room, pauses to get his bearing, and then gives the required information to the receptionist. She, in turn, relates the necessary details to the personnel manager, who interviews the applicant. Then the applicant becomes the personnel manager, the personnel manager becomes the receptionist, and the receptionist becomes the applicant. This rotation continues until the entire group has been processed.

On the second day, a businessman from town visits our class and serves as personnel manager. The third-day interview is conducted by a woman executive. During these last two practice days, each student is dressed as if he were having a formal interview. The girl applicants wear tailored dresses or suits, hats, gloves; the boys wear coats and ties. The students are usually able to talk with more ease and display more poise after these interview experiences. Telephone training is also stressed at this time.

During his work-experience training, the student should be made to realize how well he is adapting himself to office work. I have devised a self-evaluation rating sheet (see below) that I pass out to students to fill in. This rating sheet asks each student to evaluate his own work. His job supervisor will fill out a similar rating sheet at the end of his on-the-job training, but before that I like to make each student conscious of his value to his employer. The chart is intended to be a guide in helping him to correct his deficiencies and achieve a superior rating when the final evaluation is made by his supervisor.

Using The Rating Sheet

The student judges the quality of his work on the levels of accuracy, neatness, spelling, and punctuation. He is asked to rate his own adaptability, dependability, initiative, etc. A list of irritating traits is given, and he is asked to check those of which he is

guilty. Finally, there is a list of the possible duties one might come across in office routine. The list shows what is expected of the student and challenges him to accomplish as many of them as he can. In this way, he becomes conscious of his own strengths and weaknesses; he gains confidence in his ability to perform office work. Needless to say, his improved efficiency also pleases the employer who is taking part in this work-experience program. Indeed, my experience has shown both students and job supervisors to be highly enthusiastic about the results achieved by this self-evaluation rating sheet.

After conducting an on-the-job training program for ten years, I endorse this self-analysis sheet. It is an important part of the work-experience program that all business teachers should provide for their students. There may be no substitute for experience, but half the battle is learning how to fit into office routine and how to utilize time efficiently.

SELF-EVALUATING RATING SHEET

Character Analysis

ABILITY TO FOLLOW DIRECTIONS	Never follows first time	Little instruction	Normal ability	Slow to learn	Instruction
ADAPTABILITY	Very valuable	Does not adjust to job well	Assumes other work well	Prefers one job	Does not change jobs
INITIATIVE	Frequently develops new ideas	Occasionally develops new ideas	Shows interest in work	Little interest in work	No interest in work, no initiative
DEPENDABILITY	Extremely dependable	Very dependable	Usually dependable	Easily distracted	Cannot be depended on
CO-OPERATION	Highly co-operative	Very co-operative	Does what is expected of him	Lacks interest	Does not co-operate
PERSONAL IMPRESSION	Outstanding impression from grooming	Usually good impression from grooming	Ordinary impression from grooming	Negligent in personal habits	Poor impression
HEALTH	Robust, tireless and energetic	Effortless and sustained	Effortless	Tires easily	Poor health

Work Evaluation

ACCURACY	Excellent	Satisfactory	Fair
NEATNESS	Excellent	Satisfactory	Fair
SPELLING	Excellent	Satisfactory	Fair
PUNCTUATION	Excellent	Satisfactory	Fair

Irritating Traits

- | | |
|---|---|
| <input type="checkbox"/> Lack of interest in work | <input type="checkbox"/> Personal calls in office hours |
| <input type="checkbox"/> Talks too much | <input type="checkbox"/> Tardiness and absenteeism |
| <input type="checkbox"/> Lack of courtesy | <input type="checkbox"/> Unwillingness to do extra work |
| <input type="checkbox"/> Gossiping | <input type="checkbox"/> Too many outside interests |
| | <input type="checkbox"/> Carelessness |
| | <input type="checkbox"/> Lack of initiative |
| | <input type="checkbox"/> Disloyalty to employer |

Office Duties

Receive callers, make appointments

Take and transcribe letters, and notices

Prepare and maintain filing system

Type letters and cards

Use filing systems

Open, sort, and distribute mail

Prepare material for filing

Use filing system

Use follow up files

Prepare information for

Use adding machine

Set up and type tabulations

Prepare mailing lists

Use typewriter

In Shorthand, MOTIVATION

WHAT HAPPENS before a student learns? That's right—he must *want* to learn! Assuming that you agree with me, let's go on to the crucial question: How can we get him to learn?

Adequate motivation is, of course, the secret. It is the teacher's most important task. No matter how well she knows her subject matter, how many years of teaching experience she has had, or how many college degrees she holds, if her power of motivating students is nil, her teaching is usually ineffective.

In my own shorthand class, it fascinates me to watch girls (and I wish I had some boys in the class) become enthusiastic and excited about daily improvement and achievement. Some of the class procedures and class activities that I use to stimulate them can be formulated like this:

FIRST AND ALWAYS, BE ENTHUSIASTIC. Enjoy the class period and don't try to keep your enjoyment a secret. Smile and give a cheery greeting as you enter the classroom—but don't lose a minute in getting the work of the lesson under way. Teach 45 minutes of every 45-minute period. Such conservation of time alerts the students to the realization that the class is an important one. You'll find that industry, promptness, cheerfulness, and eagerness on your part are contagious. Students love an "alive" teacher.

SET GOALS EARLY. The first week of school, every member of the shorthand class should be inspired to set a goal for herself. Explain the average speed attainment, the superior attainment, and the minimum for passing at the end of the term. It's natural for all of us to be more alert when we have a star at which to shoot or a plane that we must catch. Often,

the teacher should—as part of her "happy weekend" comment on Fridays—ask such thought-provoking questions as: "Are you satisfied with what you've accomplished this week?" "Have you increased your writing ability this week?" "Have you set a goal for the amount of improvement you want to make next week?" "Did you read more fluently from shorthand plates this week than last?"

CHART THE PROGRESS OF THE CLASS. The progress of your outstanding students should be publicized in the local newspaper as well as in the school paper. See that the first girl in the class to win her 60-word Gregg Certificate has her picture in the paper, and write a letter of congratulations to her parents. (The Gregg Awards plan is the most effective motivating device one can use.)

CALL THE NAME OF EVERY STUDENT EVERY CLASS PERIOD. Give each one an opportunity to participate orally in some way. Every student must feel wanted; she must feel that she "belongs." If she knows that she will be recognized and called on, she will prepare her lesson every day. Encourage, praise, and commend at every opportunity. Keep morale high. Never reprimand unpreparedness publicly, but don't fail to give it attention in the privacy of the office as soon as you can.

TAKE UP THE HOMEWORK EVERY DAY. Why assign homework and then indicate that you don't care whether it is prepared or not? Of course, homework is for the students' own improvement; but too many of them will always think that they are doing it for the teacher—therefore, if it isn't taken up, many of them will stop doing it. Don't grade it; but

let the students know that their doing it will improve their records.

INTRODUCE THEM TO "TODAY'S SECRETARY." Nothing in spires potential stenographers more than the reading of their professional magazine. *Today's Secretary* carries fascinating stories written in shorthand, interesting and informative articles on office procedures, and many helps on personal appearance. If you don't happen to use the magazine during the first semester, take advantage of its second-semester offer.

KEEP VARIOUS HONOR ROLLS POSTED. Try a variety of honor rolls—but be sure that the name of every student is on at least one of them. You might use these different types, one at a time:

- For well-written characters
- For speed in taking dictation
- For reading ability
- For shorthand spelling
- For longhand spelling
- For most improvement shown recently
- For best writing posture

Never use the same honor roll for any great length of time; it will lose its fascination, and interest will drop. Change to another while interest is still high.

USE MONOTONY - BREAKERS FREQUENTLY. Do not, of course, spend a lot of the class period on time-consuming games. However, if you limit yourself to those that take only a minute or two and that always have some learning value, you'll find two or three of them each week are excellent "interactors" for the class. For instance:

- Have one student represent the "Redbird" side of the class and another the "Bluebird." Give each student words to be spelled in shorthand

Does the Trick

ETHEL HART, Southern State College, Magnolia, A. I.

Without high morale, students won't get the maximum from the course. Here are 12 ways to achieve it. All of them are practical, and none require the use of elaborate "gimmicks"

for one minute. (If you wish, give a small prize to the one who spells the most words correctly.) Tell the entire class that they are to spell the words silently as the "speller" is doing so orally.

- Let a representative from each side of the class go to the board and take dictation for one minute. Decide on the winner after discussing correct notes and comprehensiveness of the take.

- At Thanksgiving, Christmas, or another special season, let the students make up as many words as they can from the name of the holiday and write them in shorthand. Report the winner and present a small prize.

- Play Shorthand Bingo, using duplicated forms. Students love it. (You might try this just once a year, preferably at a time when several of the students are away for some school activity and the others are dissatisfied about having to attend classes.)

- Use shorthand flash cards—not only those strictly in shorthand, but also the kind that feature colorful pictures mounted on gaily tinted backgrounds.

- Allow students two minutes to write in shorthand a summary of a story in the reading assignment for that day. (Don't use this one until they have become able to write original characters with some degree of proficiency.)

- The day before Christmas holidays begin, close the classroom doors and let students sing a carol softly (in concert) and write it in shorthand at the same time.

- If the class is small 12 students or less—have each student write in shorthand the first line of a fairy

tale or humorous story at the top of a sheet of paper. Then have her pass it to a classmate, who writes the next line and passes it on until everyone has contributed a line to each story. If this looks as though it would take too much time, let each one write on only half the papers—the stories will simply be shorter. Use a minute or two for a few volunteers to read the story that developed on the sheet on which they had written the first line. (Don't use this one during the first semester—it would go too slowly—but why not try it just about now?)

LET ANOTHER TEACHER DICTATE. If the students are fond of the coach or some other male on the faculty, ask him in to dictate for a few minutes about twice a semester. Students welcome a change of voices for dictation. Don't overlook the dictation on Gregg records and tapes. These aids are excellent for variety, for make-up work, for extra practice, and for that "different" dictator.

BRING IN GUEST SPEAKERS TO DICTATE. Near the end of the second semester, invite a local personnel director to be guest speaker and have him dictate a letter before he leaves. Also, ask an alumna who has done well in the secretarial field to speak and dictate. The girls like to see what their school has already produced, and it will encourage them to determine on a concerted effort to achieve an employable ability themselves.

MAKE TRANSCRIPTION REAL. When transcription is done at the typewriter, let the students prepare

the checks that are mentioned as enclosures in the letters; and have a box of various leaflets and pamphlets to be attached as enclosures when they are referred to. During the last six weeks, have a carbon made of every letter and every envelope addressed.

USE BULLETIN-BOARD DISPLAYS. The bulletin board is an ideal way to enhance the learning of shorthand. You can't fail to generate enthusiasm in shorthand students when you let them see their ratings in class depicted in a clever way that reveals the speed-dictation ability of each one. For instance, cut little red wagons of construction paper for all the lowest-speed girls, little blue cars for the middle-speed students, and yellow airplanes for the top-flight girls. Using individual pictures on each of these is very effective; if this isn't possible, use the girl's name on each one. Every girl wants to increase her speed so that she will get in the "upper vehicle" before the display is changed to something else. (This idea is more applicable to the work in the latter part of the second semester—right now.)

No bulletin-board arrangement should stay up more than two weeks—in fact, one week is usually better.

These are only a few of the many, many things that can be done to give students a good time while they are working diligently to learn shorthand. Even though a course may entail hours and hours of "digging," students will never complain—if it can be made fun.

More power to the teacher who knows how to motivate!

WE BUILT A MODEL



DEPARTMENT STORE

MILTON LUBOW

Theodore Roosevelt High School, Bronx, New York

TEACHER Labou
right) views model
store with students (left
to right) William Formosa, Daisy
Arroyo, Charles Caralyus, Anne Matzner,
Arnold Manzella, and Rebecca Katz.



INTERESTED IN vitalizing your DE class in retailing? Here's a project that I think has a great deal to offer. It will give your students an understanding of display, store organization, layout, store planning, pricing of goods, basic concepts of color, line, and design, customer appeal, advertising—in fact, everything that is in the course of study of a good retailing program.

When we started this project, we had only a faint hope that these goals would be realized. However, as our work progressed, it was amazing to observe the satisfaction and enthusiasm that the students displayed. Each individual devoted patience and care to creating masterpieces for his share of the project. Participation was at its peak.

At the beginning, this was only one of many experiments; but the idea soon fired the imagination of the students. Even slow learners, who were listless about the other areas of work, became interested. For in this project they had the opportunity to work with their hands, to mold their ideas into reality.

In short, this is what the assignment consisted of:

1. Obtain an empty shoe box and remove one of the long sides.
2. Build a model of a department (such as women's dresses, men's coats, stationery, sports equipment, etc.) that would ordinarily be found in a department store.
3. Let nothing limit your use of props, except your own imagination and ingenuity.
4. Employ all the techniques of display, advertising, and sign language that were taught during the term.
5. Finish your project in a month.

Here, then, are but a few of the many ideas that were implemented in these three-dimensional displays:

- Pictures cut from magazines were pasted on the backs of the shoe boxes to provide an authentic background for each display of merchandise.

- Salespeople set behind the counters were constructed from beads and wire. The heads were painted as heads, bits of colored cloth became hair, and the wire was twisted into position to form arms and legs.

- Furniture, counters, and shelves (even cash registers) were constructed from small matchboxes, toothpaste cartons, or other props.

- Painted pieces of cardboard became linoleum.

- In a sports exhibit, such sporting goods as golf clubs, rifles, basketballs, etc., were made from toothpicks, clay, and buttons.

- A bedroom suite was made from scraps of lace and bits of cloth.

- Swatches of material were cut into the shape of sweaters, suits, ties; knitwear was shaped into sweaters.

- Tiny pieces of furniture were obtained from 5-and-10-cent stores.

- Landscaping was suggested by toy people, cars, trees, and colored paper; street signs were erected at crossroads.

At Theodore Roosevelt High School, a great deal of co-operation was offered us. Dr. Walter Nelson, chairman of the department, offered invaluable guidance and encouragement. Mary Clare Callan, our principal, was most encouraging and helped us to arrange a display in the library.

(Continued on next page)



Walter Naughton, industrial arts chairman, was very generous, allowing students to draw on his supplies as well as his know-how. Sheldon Chesnin, our shop teacher, made the frames upon which the store was built. A vote of thanks also goes to our head librarian, Muriel Perkal, and her assistant, Helen Simmons. A successful exhibit, you can see, depends on many individuals in many departments.

As the students brought in each project, the class discussed its good and bad points. If there were improvements to be made, they were noted on the blackboard, and the project was returned to the student for further work.

Here are some comments that a few projects prompted:

-That department looks too crowded; it would confuse a customer.

-Boy, that's a cool job. Hey, Joe, how did you make those golf clubs?

-I think the coffee shop would look more inviting if the colors were brighter. It looks too dull now.

-Get a load of that jazzy shoe store.

-That record store is rough, man it looks ready to start jumping.

It is extremely difficult to recreate

the spirit and enthusiasm of teenagers, much less their unique talent for colloquialisms. Somehow, my students always seemed to sense what was needed to improve a project; and they seemed to have that rare understanding of knowing when a project was complete or when a display was too ostentatious.

When a project was finally approved (with many "ooh's" and "aah's"), it was passed on to a special committee. It was the responsibility of this committee to mount these projects on the wooden frame in the proper order. As the department store began to take shape, the class was taken into the library, where the work was progressing; comments, criticisms, and suggestions were invited at every step of construction.

When the store was finally completed, another committee was elected to do the landscaping around the store; it set up street signs and other props that were necessary to make the entire project realistic. The finished department store was then used as a focal point for discussions about many phases of retailing. I assure you, seeing the conscientious efforts of your students in such tangible form is a gratifying sight.



WHAT IS BUSINESS EDUCATION?

OR

Dr. Salguod's Lecture to the Neophyte

RONALD JOHNSON

NOTE: The author is a graduate student of Lloyd V. Douglas at Iowa State Teachers College. Doctor Douglas reports that Mr. Johnson, although a good student, is a bit "backward" in spelling.

DR. SALGUOD: Son, do you mean to say that, after four years of college training and three years of teaching experience, you can ask me, "What is business education?" and really harbor an addlebrained notion that no definite, objective answer is possible? You still believe that the field of business is so broad and encompassing, so beclouded with subjective ideas and philosophies as to be undefinable? You really believe that the goals, objectives, and principles of the profession are lost in an eternally muddy whirlpool of confusion?

What is business education!!! Why, boy—uh, ahem, I mean *son*—business education is that form of special education which best prepares the individual, through work experience, formal classwork, and preferably a prescribed combination of both, for that particular area of our—or any—economic system that the individual has chosen in which to earn a living and contribute to our economic well-being and efficiency, keeping in mind that our economic system—like others before it—is continually in a state of change, undergoing expansion, depression, recession, inflation, and any other characteristics that economic

systems have been known to exhibit since time immemorial; and that the individual must be sufficiently endowed with native intelligence, health, training, and resourcefulness to understand and adjust to this giant that has been created as an indirect product of man's growth and progress.

(At this point, Dr. Salguod comes up for air. While the Neophyte attempts to decipher what has been said, Dr. Salguod, understandably out of breath after such a "windjammer," but excited over the prospect of a discussion of his favorite topic, eagerly prompts his nervous system to "kick in" a load of adrenalin. Before our poor Neophyte can get in three indistinct words, the Doctor unlooses a fresh salvo.)

Furthermore, just as industry trains machinists to "tool" a job and to understand the complexities of machines, so does industry train and employ men to manage, direct, interpret trends, set up policies, dispense goods, and so forth. And don't forget, all these men have to be taught, and taught well.

THE NEOPHYTE *(bursting in)*: Oh, I understand that business needs executives, accountants, and all that. But are these people really "business educated" or just doing routine jobs, the results of which they never see nor understand? Are they professionals?

DR. SALGUOD: Boy — ahem, I mean *son*—did you ever hear of a six-gun shooter who didn't understand all the intricacies of his firin' piece? Or do you suppose a stock-car driver really exists who doesn't know what's under the hood? Do you think there's a brain surgeon alive who doesn't comprehend the workings of the heart, the nervous system, and the stomach? Gad, son, no! And you won't find the executive, the accountant, the salesman, or the distributor—or, for that matter, the teacher of these men—who doesn't know and understand the workings of American business. All these people are "business educated!"

THE NEOPHYTE: ALL RIGHT!!! *(He cuts off Dr. Salguod by shoving his face inches from the good Doctor's nose, literally touching the Doctor's bristling, blond, anemic-looking mustache.)* But I still contend that these men are few and far between; that, for the most part, they're graduates of the Ivy League colleges; and that they certainly don't represent the majority of people in the business world. The students whom I teach do not know what's going on in the business world. I teach typing, bookkeeping, shorthand, and business law. I know that at least 8 out of 10 of my bookkeeping students are confused or disappointed at the end of the year; my shorthand students might average 60 words a minute, if the

(Continued on page 31)

How often do your shorthand students return and wail:

OH H H H, That Civil

WHEN EVELYN reported tearfully that she had failed her Civil Service test, I was astonished. She had taken dictation in class at 120 wpm without noticeable difficulty, and she could type 70 wpm accurately. "What happened?" I asked her. "Weren't you feeling well? Did you get too excited?"

She shook her head. "No. It was just that answer sheet."

I questioned others who had taken the test and discovered that they, too, had found the answer sheet confusing. The whole class and I had gone over the sample test distributed by the Civil Service Commission, but apparently this was not sufficient. Since the students couldn't describe the exact nature of their difficulty, I decided to find out by taking a Civil Service test myself.

There are some confusing features in the new answer form that candidates now complete instead of transcribing their notes—things that made even me, after twenty years of testing experience, stop to think. They might well, I realized, throw a young girl already suffering from examination nerves into a state of total disorganization. This had happened to Evelyn.

Resolving that no more students of mine were going to fail this test for such a reason, I prepared some samples. They were designed to approximate actual test conditions as closely as possible and to stress the things that seemed to cause difficulty.

Elsewhere on these pages appears a 2-minute section from my sample 5-minute dictation test at 80 wpm.

The student should take down the paragraph in shorthand as it is read aloud. Then she should be allowed fifteen minutes to insert in each numbered blank on the Answer Sheet the appropriate letter—A, B, C, D, E, or F—that designates in which of the six Word Lists is the correct word or phrase to fill that particular blank. For the sake of practice, incidentally, I allow the students all the time they need on their first attempt; but after they've had a chance to become familiar with the process, I impose the time limit. An additional ten minutes is allowed after this for transferring the answer sheet results to the simulated IBM Grading Blank. This step may be omitted; but I include it because (a) some students need practice in transferring information accurately, and (b) a set of these papers can be corrected manually almost as fast as by machine, simply by holding each to the light with the master sheet.

Students should be cautioned against a few common pitfalls. First, they may naturally assume that there will be one word per blank unless they are specifically warned that a blank can represent an entire phrase. Make sure, therefore, that they insert only one answer for each blank.

Second, the word lists include phrases so similar in meaning and form that a close look at the shorthand notes is required to make sure of the correct choice. The student who works too hastily will often put down the first one that seems to fit, unaware that the right one may be further down the list. Word endings are es-

pecially important in this connection.

Third, and perhaps most troublesome, is category F—"None of these"—which is to be used when the correct word is not found in any word list. Warn candidates that there are seldom as many as three or four "F" answers a test. Most girls overuse this category. Others go to the opposite extreme of forcing a word to fit a blank when it has no similarity at all to the word written in their shorthand notes. A good rule to follow is: when in doubt, trust your notes rather than your memory.

Special care should be urged in regard to omissions. A word left out is only one error; but it may result in a loss of eight or ten points when the student doesn't realize her notes have left something out, and she consequently moves all her following answers over one space from their correct position. I train students from the beginning to leave an obvious gap in their notes when forced to skip for any reason.

The first time a student attempts this kind of test, don't expect too much. The newness of the form will confuse some, and even the most alert may take far more time to complete a few blanks than you feel should be necessary. The second try will be easier for them. By the third, most students will have adapted themselves to making the required decisions speedily, accurately, and confidently. When they reach this point, you can be assured that they will not fail their next shorthand test through lack of practice on the answer sheet.

Service Answer Sheet!

LUELLA W. HALL

Drayton's Business College Albuquerque, New Mexico



Sample Exam

DICTATION PARAGRAPH at 80 wpm

Almost any girl who studies sufficiently hard for a sufficient length of time is capable of passing an employment test¹ in shorthand and typing. There are, however, other considerations which determine her ultimate usefulness in an office, and these qualities² are measured by the so-called General Test. Word usage is the beginning stenographer's most common failing. An employer³ can help her take accurate notes by speaking slowly and distinctly; he can stipulate a definite width of margin and direct her⁴ to follow a definite letter format. Some companies go so far as to have printed on their stationery dots which⁵ indicate the correct placement of the dateline, inside address, salutation, etc. But all the employer's precautions and the most accurate⁶ of shorthand notes will not prevent a girl from substituting "their" (belonging to them) for "there" (in that place). Selecting⁷ stenographers who have proved their ability to use words is the only known method of preventing such common errors.⁸

WORD LISTS

- any, hard, to pass, employer, which, qualities, most, stenographers, can, by, slowly, direct, go, there, dots, etc., of shorthand, selecting, method, usefulness, so-called
- sufficient, an, equipped, of time, prevent, typing, other, by the, failure, employer's, take, definite, margin, letter, as far as, that, dateline, all of the, substituting, to use, have proved, ultimate, follow, to have printed, General
- from, studies, of passing, sufficiently, employment, in the, considerations, beginning, her, stipulate, to follow, indicate, stationary, salutation, their, preventing, known, errors
- almost, form, length, capable, in, that qualifications, of the, more, failing, accurate, distinctly, width, companies, will not, placement, inside address, words, these, determine, office
- girl, a, time, shorthand, however, measured, is the, common, stenographer's, help, speaking, he can, of, format, all the, so far as, stationery, precautions, for, ability, such, to
- None of these

ANSWER SHEET

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BUSINESS ARITHMETIC: A "DIRTY" TEACHING ASSIGNMENT?



Be honest—what's your own reaction?

MARION V. ODELL

HOW MANY TEACHERS, when handed an assignment to teach business arithmetic, have reacted with a wry face and a feeling that a "dirty" job has been forced on them? It is very likely that at least three-quarters of all business-arithmetic teachers have had this feeling at one time or another. Most of them are too polite or too "well trained" in accepting their assignments to admit it—but isn't that feeling there?

Why?

There must be many reasons. Some of them we can state without a second thought; others are less obvious.

We might consider first the feeling, common among students, that arithmetic is a "hard" subject, one to be avoided if possible. Many of them associate it with unpleasant experiences—if not with failure, at least with near-failure, anxiety, and pain. Since

business arithmetic is usually taught in the sophomore year of high school, the student has had a number of years to build up this animosity—this fixation, if you will—and, all too often, his fear is a very real one based on his own lack of ability to comprehend mathematical concepts. If the student's feeling of hostility is compounded by an attitude of inadequacy on the part of the teacher, it's no wonder that a serious problem results.

The fact that many schools require business students to study business arithmetic is reason enough for setting some of them against the subject. (Human nature seems to resent having anything presented as a "must," and teenagers seem to be particularly human in this respect.)

Old, out-of-date, unattractive textbooks in many schools add another problem. Much has been done to

change this situation in such subjects as history and English, but the format of most business-arithmetic books still has that overly traditional look about it.

Then, too, "underground reports"—the comments passed on from student to student about the difficulties associated with the subject (or with the teacher of the subject!)—cause untold apprehension in the minds of students, particularly those who are timid and uncertain.

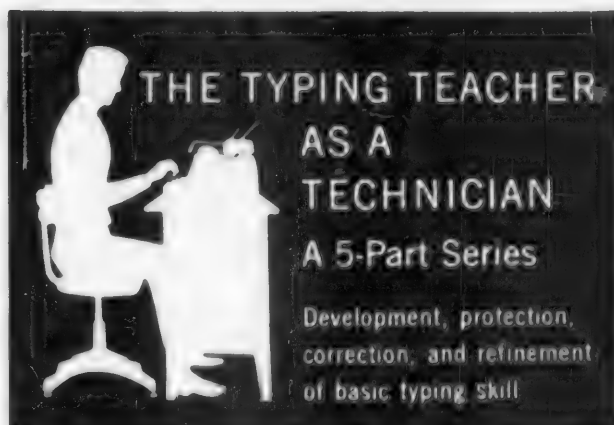
Lastly, in a state with a setup like New York's, there is the bugaboo of State Regents Examinations. To sense that a final exam might be the sole criterion for determining success or failure is enough to upset many teenagers. Some schools have gone out of their way to overcome this obstacle by allowing students to take a "school exam" prepared by their own teachers, or by using a grading scheme that allows credit for daily assignments and weekly or quarterly tests.

Once we accept the fact that there are problems of animosity or fear connected with this subject, we can logically go on to examine possible methods of overcoming the difficulties. Here are some "tried and true" devices:

- A great deal depends on the rapport between student and teacher. The dictatorial, do-it-or-else style of teaching is, in most subjects, a thing of the past; but in arithmetic, we too often find that it lingers on. I'm sure that every teacher is familiar with some of the accepted ways of securing co-operation from students—things like a friendly smile in the corridor or on the street, or a pleasant comment in class whenever it is appropriate. We can apply these touches to arithmetic, too. Not only can we commend a student for the successful completion of a difficult assignment, but we can even take pains to thank him for so small a thing as helping collect homework papers or erasing chalkboards.

- Getting off to a good start is very important. One plan that I used successfully was necessitated by a lack of textbooks during September. I made several assignments that called for the students to construct their own problems calling for the use of the fundamental operations of addition, subtraction, multiplication, and division. Each student had to prepare an answer key for his problems at one edge of the paper, so that it could be folded under,

(Continued on page 34)



ALAN C. LLOYD, Typewriting Editor

5. the new role of the typewriting teacher

It focuses on dynamic and protective attention to basic techniques

1.

His teaching centers on developing good technique . . . because he knows that the purpose of instruction in typewriting is the development of efficiency in operating the typewriter.

- He subordinates all other things to increase typing proficiency. He knows that the learning of arrangements, the mastery of rules, and the world of production experiences are trivial things, learned quickly in any moment of sharp need, compared to the long process of reaching the fundamental goal of the course: typing skill.

- He focuses on technique in every lesson plan. His plans mention specifically the techniques to be introduced or reviewed or refined. And the aim of his lesson is not a general or bland statement like "to introduce three-column tabulations" but rather something like "to develop efficiency in backspace-centering and tabular-key control, applied to three-column tables." He sees the tables as a means to technique practice, not as a goal or accomplishment in themselves.

- He drills. His contribution to the lesson is conducting the training session in such a way that much—no, *most*—group activity is on the uplifting drill level. Drill, with its intensive, personalized goal. Drill, with its quick repetitions, quick tallies, and bursting excitement of realized growth. Drill, with its tight bond between teacher and learner, is unity of goal, its intensity of effort, its winging away of class minutes.

He is a technique drillmaster. He seeks *every* chance to automatize his students' proficiency in operating the wonderful writing machine.

2.

He watches his students constantly, continuously . . . because he knows that skill development is a personal thing, something unique to each individual. He knows that skill is easier to develop than to correct; and so he watches for every tiny sign, clue, or symptom of weakness in order that he may step in *then*, quickly, to strengthen and guide before flaws can crystallize.

- He permits very little unsupervised practice in his

class. There is no blind spot in his room, no corner where ineptness can take root and grow even for a minute. His students know that every lift of eyes, turn of head, shift of posture flags attention as surely as does a waving hand. They know his eyes are on them; and his manner and bearing toward his students are such that they welcome those eyes as warmly and confidently as they do those of their family physician. They know he's on their side.

- He is on the move, shifting from one vantage point to another. On his arm is a check list; not content with casually looking for what he might chance to see, he primes himself each day with something special for which to look. He is, for he must be, an expert and discerning observer.

He watches them continuously

3.

He searches his students' papers for technique needs . . . because he realizes that many technique problems, which even daily personal scrutiny may not detect, are revealed by students' papers.

- He scans one paper a day for each student. It is whatever paper he designates, unpredictably, at the close of each session—one day the timed-writing paper, another day the warm-up drills, still another day the new arrangement exercise. And, each day, as he drops the papers one by one into the wastebasket, he scans each quickly, not only for obvious things (the erasure, a strikeover, the improper margin) but also for some particular technique item (the evenness of printing impression, or straightness of right margin, or repetition of errors, or omissions).

- He grades few papers. He grades on a sampling basis intermittently to reassure students about their progress and standing; but mostly he relies on a comprehensive end-of-the-grading-period test, believing that a grade on a permanent record must reflect the level of skill to which students have grown, not the daily levels through which they have passed.

No, he grades, marks, and returns few papers; but he scans many, for they are his thermometer, so to speak, in his clinical assignment. Any paper on which a grade is

to appear in, willy nilly, a test; and while a learner may grow intellectually by taking a test and may be prompted to fuller effort, his skill—his rudimentary technique—does not grow. In any test, it falters.

4.

He surrounds students with reminders of good technique . . . because he has found that any learner becomes so engrossed in new goals and new exercises that he forgets technique fundamentals unless reminded of them time and again.

- He displays posters and drawings and condensed check lists on the walls of his classroom.

- He features an honor roll that calls attention not to speed and accuracy scores but rather to the technique factors that contribute to speed and accuracy.

- He posts displays of student work often and generously; but the emphasis of these displays is on evenness of touch, straightness of right margin, etc., as often as it is on the correctness of problem solution.

- He uses signals phrased so as to include pertinent technique prompting. It's not "Ready, type" in his room but rather "Eyes on copy . . . feet . . . back . . . ready, type!"

- He spices his comments with many tributes to good technique. "Anne," he says, "show everyone how well you *took* the carriage." And, "Before we begin this letter, let's see how many times we can *map out* today's date in a minute—without looking up. . . ."

- "If I had to pick our champion in making capitals smoothly," he may interject, "I'd pick Bill—he's *good* at that." Again, "The next line is so easy we can *breeze* through it without jamming keys *once*, I'll bet!"

From opening bell to closing, his students are subject to visual and verbal reminders of technique. He never lets students forget it.

5.

He uses a technique approach to other learnings . . . because technique is the known thing, the springboard from which students jump into the new and unknown with greatest confidence.

Tabulation, viewed by itself, can be a worrisome and perplexing chore; but when viewed as an extension of centering and indenting, tabulation appears and is easy. The arrangement of a manuscript can seem intricate and the assignment long; but when viewed as sustained writing embellished with "a bit of" familiar shift-locked centering and underscored sideheadings, it seems and is easy.

Outlines are easy to type when viewed as simple practice in tabular indenting. And the intricate, hesitant parts of letters (date, address, salutation, closing) suddenly are interesting, familiar, and easy when approached as (and previewed as) sustained drill in carriage returning.

- So he preview-drills extensively, not only on the vocabulary and any awkward features of the copy but *especially* on the pertinent technique elements in the exercise. This is the basic step in his presentation of any new arrangement and in his direction of efforts to improve either the quality or quantity of production. He knows that good production rates come not from the number of exercises attempted but rather from the practice he gives them on the elements that create problems in the exercises. Thus, the typing in a table is simple; what students need practice on is backspace-centering and tabular-hopping. The design of a letter is easy; what students need practice

on is number stroking, capitalizing, and multiple carriage returning. So, he makes it a rule to spend no less time on preview-drilling a production exercise than he expects students subsequently to spend in producing the exercise.

- He approaches other kinds of learnings with technique drills, too. Consider such "editing" facts as spacing after punctuation, dividing words, expressing numbers, and so on. These, too, are absorbed quickly and automatized more surely when introduced through intensive drill than when presented by a lecture. A student does not master on the fully automatic level, say, the punctuation sequence at the end of a quotation until he has gone through the hot crucible of intensive drill on each of the possible combinations—he has to feel the cost of uncertainty before he seeks mastery; then it comes easily.

The new-day typing teacher sharpens all learnings, strengthens them, by using the technique *drill* approach.

6.

And he protects technique from all onslaughts . . . because he knows that, in the long run, no factor that endangers good typing technique is as important as is good typing technique itself.

- He grades few practice papers, not because he is lazy or indifferent, but because he knows that the lifting of his colored pencil alters any exercise from purposeful practice to a test. Students cannot concentrate on good stroking in timed writings, or efficient tabulating in a table, or smooth capitalizing in a letter address, or what have you, when they know that each slip of the finger tip means a lower mark. Yet, what is the purpose of the exercise? Why, to develop those very habits that paper grading eliminates. So, the new teacher does not prevent skill development by excessive grading.

- He gives few long timed writings and injects frequent rest pauses in long exercises; he knows that fatigue is the basic enemy of technique.

- He jokes much, teases often; he knows that unremitting tension undermines good typing technique.

- He directs each activity in most lessons—sets the pace, focuses on the goals, calls the signals. Students aren't permitted to proceed at their own working pace until proper habits are so well ingrained that they can be trusted to work with good technique. Only near the end of the typing course do you see his students working independently; and even then, he is observing them with hawklike attention.

- He spoonfeeds the elements of problem solving, encouraging resourcefulness but being positive that students are never asked to undertake a problem for which they're unprepared. Thus he prevents the hesitancy, the uncertainty, the stalling that induce poor stroking, looking up, faulty carriage returning, and other saboteurs of technique.

THE NEW ROLE of the typing teacher is one of coaching students, collectively and individually. It is one of developing and protecting good technique in every setting to which it is to be applied. It is one of emphasizing all that contributes to good technique and of de-emphasizing—or, at least, of deferring to a less hazardous time—all that may hamper good technique. It is one of pursuing, constructively but relentlessly, the essential goal of any typewriting course: basic typing proficiency.

NOTE: A fall series, based on experiments in Seattle, Wash., will highlight development of typing accuracy.

SALGUOD'S LECTURE

(Continued from page 25)

words are well chosen; my typing students get along fine—with an eraser; my business-law students certainly are not lawyers; and the idea of any of my students' holding down a *real* business job is beyond all my hopes. I'd like to think I'm doing my part in the school system, but I don't want to fool myself. These students whom I'm training to go out into the stores, offices, and factories—are they "business educated"? Is that what business education purports to be?

DR. SALGUOD: Just a minute. Let's not minimize our own jobs or our own importance. And let's not become pessimistic.

First, son, in reference to your last question or two, I must certainly answer, Yes! But—high school training is only the first of several steps, so to speak. Business education in the true sense is not so easily achieved, certainly not in such a short time span as may be available to high school students. And I personally believe that it is one of the profession's shortcomings to let the general public assume (as is sometimes the case) that anybody, high school graduate or not, who has had a year, or even two years, of business courses is "business educated."

Ask yourself: What business-law student, without further training, could go out of high school and successfully advise in the capacity of a broker, explain insurance laws, give advice in real-estate transactions, or counsel as a lawyer? Would you place your confidence—and your future—in the hands of such a person, banking on his decisions to insure the future welfare of your family? Could a senior high student who has had a year, or even two years, of algebra, geometry, calculus, and physics (assuming that he could apply all the material covered) go out and build a suspension bridge, or lay a mine shaft? No, sir. No, sir! If that were the case, the engineering department at Iowa State would have little use and few, if any, students.

And by drawing an analogy, we may rightly assume that people in the business world, just like people in the fields of engineering and law, achieve professional status only by more extensive, and intensive, study in the various areas of specialization—assuming, of course, that business is as im-

Business Law

IRVING ROSENBLUM
WILLIAM PITT SCHOOL, NEW YORK 2 N.Y.

POSTER-PLAYLET

UNUSUAL USURY

YOU CHARGED ME TOO MUCH INTEREST—
I'M NOT GOING TO PAY YOU ANYTHING.

ALL RIGHT, I'LL GO
TO COURT FOR
MY MONEY.



IS THE LENDER ENTITLED TO HIS MONEY?

ANNOUNCER: This is a dispute between two men over a loan agreement.

Let's see how everything started. (Student) is the lender, and (student) is the borrower. Listen to the facts and then decide the rights of each.

BORROWER: I spoke to you last week about a loan, and you asked me to return today.

LENDER: Yes, I remember you, Mr. ————. You wanted to borrow \$5,000.

BORROWER: That's right.

LENDER: And how long will this loan run?

BORROWER: For about two months.

LENDER: Very well, we'll lend you the money. Of course, you'll pay interest for two months on the \$5,000. The interest will be \$500.

BORROWER: Your terms are severe, but I need the money.

LENDER: Sign here. Now, we'll expect you back in two months with the \$5,000 plus the interest of \$500. In other words, \$5,500.

ANNOUNCER: Two months later.

LENDER: I see you are back on time to pay your debt. You're a trustworthy and honest man.

BORROWER: I am not here to pay the debt. You're not entitled to the money.

LENDER: Now wait a minute. Do I have to go to court to get back my \$5,000 plus the \$500 interest?

BORROWER: I'm not going to pay you. You charged me too much interest.

ANNOUNCER: Will the lender get his money if he goes to court, and how much will he receive? What is your opinion?

DECISION: This agreement is illegal in many states because of the excess interest. The legal rate of interest and the penalty for usury vary in different states. In New York State, the penalty is very severe. The lender loses both the principal and the interest for charging more than the law will allow.

NEW-MATTER DICTATION with Previews

CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE: This exchange of letters is the last in a series based on common office problems. The letters are marked off in groups of 20 standard words and may be dictated at any desired speed.

Situation 10. POOR EMPLOYEE

Letter 1

Inside address

Mr. George Adamson
Personnel Consultant
Adamson Barker Company
42 Sixth Street
Your City

Signature

Mabel Cosgrove

Letter 2

Inside address

Miss Mabel Cosgrove
Finley Interiors
107 Johnson Street
Your City

Signature

George Adamson

(1)

Dear Mr. Adamson: We have a girl in our office who is getting away with murder. She takes long lunch hours,¹ arrives late, leaves early, takes long coffee breaks, does less work than the other girls, and so on.

This lowers the morale² of the other girls and certainly doesn't promote a very healthy atmosphere in the office. What can be³ done about such a situation? Sincerely,

(2)

Dear Miss Cosgrove: May I begin by suggesting that this situation⁴ should not concern you directly unless you are the girl's supervisor. If you agree that this is so, you should⁵ let the situation ride—simply hide your time. The boss undoubtedly realizes the situation. If⁶ not, he will eventually, and the girl will not get the promotion or raise that she might have received. Indirectly,⁷ you might show her up by your efficiency and by your acceptance of the situation—even by⁸ giving her the "cool" treatment.

If you want to make it your business, you can do a number of things. First, you might⁹ suggest to her that she correct her bad habits. Discuss her output in comparison to that of other girls.¹⁰ Show by your example the importance of arriving at work on time and returning from coffee breaks and lunch¹¹ on time. If you go out with her, you yourself can mention when it's time to get back.

A third suggestion concerns how to inform¹² your supervisor of the situation. Ordinarily, this isn't a good idea because no one¹³ likes a tale-bearer. Your supervisor probably knows about the situation anyway. Though he may suspect¹⁴ the situation, however, he may not be completely aware of its seriousness. So, if you wish,¹⁵ you might tactfully suggest that the girl's actions are affecting the morale as well as the output of the other¹⁶ girls in the office. Then let the supervisor follow through. Sincerely, (334)

Preview Outlines

① murder certainly atmosphere situation done (2) Hide output ordinarily, if you wish, affecting supervisor.

(1) Murder certainly atmosphere situation done (2) Hide output ordinarily, if you wish, affecting supervisor.

portant as engineering, law, and the other professions.

And to achieve professional status in a field as immense and complex as our business society, the individual will probably specialize. Thus, we have accountants, lawyers, secretaries, business and commercial teachers, statisticians, administrators, and so forth. Keep in mind, boy-son: We are not the only profession that specializes. One need only note the great number of civil, chemical, aeronautical, and mining engineers; or the general practitioners, the surgeons, chiropractors, chiropodists, and others (including nurses) in medicine.

(The Neophyte stirs in his chair.)

Now, hold your horses, son—let me go just a little further.

If your students are not, to a certain degree at least, "business educated," see to it that it is not your fault. You mentioned that your students take shorthand, bookkeeping, business law, and other subjects. That is all to the good, so far as you have gone. But to be really "business educated," you must have one more ingredient—you know, son, like adding onions to the beef stew? Without the onions, you don't have beef stew. And without *co-ordinated work experience*, you have people who are "business educated" to a degree, but with a lot to be desired.

And keep this in mind, son. If your school *does* have a co-operative work curriculum in effect, are the students being properly supervised while they are on the job? Is anyone seeing to it that they apply classroom theories and techniques to the office, or wherever they work, and *vice versa*? Is the work experience going on in the area in which they are interested, or in which they need experience; or is it busywork—wrapping packages by the hour, or washing windows, or drinking Cokes at the nearest soda fountain when the co-ordinator or the boss isn't around?

Son, we need these students very badly as part of the growing work staff that the business world demands. But business education doesn't simply consist of giving the student a few courses and saying, "Now you are 'business educated,'" or crying over spilt milk by moaning, "What a mess we've made of things." You must realize that comparing a high school student to a "business educated" person is like comparing a practical nurse

to a doctor. The latter two work, at times, in the same building, the hospital; but the resemblance practically ends there. And so it is with our high school business-education students.

Now, son, let's get a comprehensive view of our "business educated" person as he *should* exist—as we would like him to exist; then, assuming that the old axiom "If equals are added to equals, the sums are equal" still holds true, we'll know what business education really is.

And if you're worried about my not letting you talk very much, son—shucks, there's plenty of time for that.

Business education is that education which matures a person's mind, develops his character, and so permeates him that people and businesses are willing to pay a price to have him help them solve their business problems; and society will trust him with its business problems, much as it trusts its doctors with its medical problems, because of the qualities that business education has instilled in him.

Business education is that dynamic, healthy outlook on life which, though stable and conservative, is nevertheless progressive and gives a person a sense of realism that helps him conform to basic concepts, yet leaves him an individual free to employ his native intelligence and imagination.

Business education is a conception of the basic business fundamentals of our system developed to such a degree as to allow the individual to participate actively and intelligently in a chosen area.

Business education is work experience that has helped to develop the individual further in all these areas.

And business education is a blended, co-ordinated, personalized end product of all the above elements.

See what I mean, son? And I believe—I know—that it is an exciting life. Business keeps the life blood of America pumping. It knows no boundaries and covers all facets of our life, from the great corporations to the small country stores.

(But by now, the poor Neophyte is fleeing post haste down the corridors seeking asylum at every corner. He can, however, hear that torrential outburst as the Doctor continues quite without noticing the lack of an auditor.)

Why, son, everybody needs some business education!



SHORTHAND CORNER

LYDIA SUTTON HIGH SCHOOL OF COMMERCE, DETROIT

With summer almost here, there is little we can do to improve our present shorthand classes. We can, however, review our accomplishments. How has the year been? Good but not perfect, eh? Cheer up, there's always room for improvement in one area or another. Let's look for some helpful ideas. First, have we followed the directions in the teachers' handbook? Did we consult with other teachers? Did we read our magazines faithfully? Did we develop well-planned lessons?

Perhaps you did all this, but the results were just not satisfactory. Luckily, vacation time allows us to re-evaluate the past year. Even on stimulating trips, the teacher in us comes out at unexpected moments. While contemplating the sparkling ocean or icy mountain tops, we suddenly have a flash of enlightenment. Another problem solved!

Summer relaxation makes improvement possibilities seem unlimited; any goal seems easily attainable. If only we had taken the time last year to record these summer inspirations, the start of this year would have been exciting and stimulating. A stimulated teacher finds her attitude reflected by an alert and eager class. Might not these summer nights be a good time to organize procedures and to assemble some of the equipment?

The fortunate teacher is the one who has tape recorder equipment. I believe that the teacher who can sit at her desk and take the dictation along with the students is an inspiration, although some people disagree. At times, the teacher might write on the blackboard in order to let the class read her notes. If the school cannot buy commercially prepared tapes, she can learn the technique of using the machine to record tapes herself—it doesn't take long.

Records are also a great help. They can be used in class, but the greatest benefit is gained when they can be taken home. Most high school teenagers have record players, and any work they can do at home is especially helpful. School libraries could stock several sets and allow them to be taken home. In several years of borrowing records, my students have broken but one record, and this was cheerfully paid for.

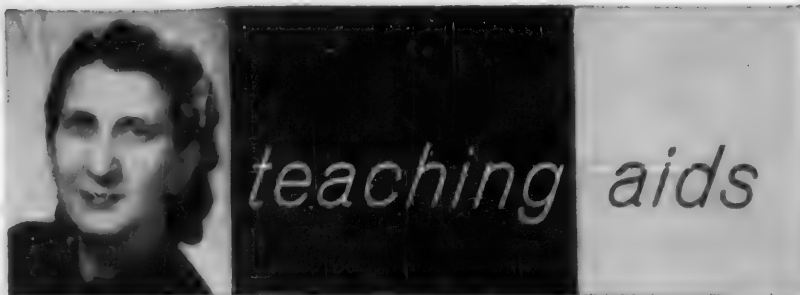
Reports from secretaries are worth while. In every class, someone has a secretarial friend who can give him information to bring to class. This information should cover duties, advanced study, personal qualities, and other facets of the secretary and her work. First-hand reports from contemporaries make a more lasting impression than "teacher says."

Suggested—but not required—readings may be selected from current magazines. Such a list should be posted on the bulletin board. Though only one or two students may do much of the reading, the vital information usually finds its way around the class. In the magazine field, a subscription to *Today's Secretary* is an asset for advanced classes. The articles are fine, and—more important—the vocabulary of the shorthand material stimulates an interest in words and their meanings.

Wall progress charts that indicate accuracy, rate, or production may also increase interest. Along the same line, the Gregg Awards program keeps alive the year long a desire for improvement in spelling, vocabulary, punctuation, typing, speed, accuracy, etc.

Finally, students are often interested in learning about people who made their start in the field of shorthand. (See page 19, April, BEW.) We did this with local celebrities once and enjoyed the activity. Such projects take time to organize, but once started they demand only a control of enthusiasm and a limiting of material.

(EDITOR'S NOTE: This is Mrs. Sutton's last "Shorthand Corner" column for BEW; she will retire late this year. Readers who have shared our enjoyment of her columns will, we're sure, join us in expressing appreciation and wishing her well.)



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Inexpensive bibliography. I recently read a review copy of a new booklet, "Bibliography of Free and Inexpensive Materials for Economic Education." For a really complete list of basic business-education materials, this is it. This is the third year that the Joint Council on Economic Education has printed this bibliography. Listed are hundreds of entirely new titles. The booklet consists of two parts. In the first part, pamphlets are listed under their issuing agencies, so that the reader may identify the pamphlets according to the school of thought that the issuing organization represents. The second part contains a description of the nonprofit organizations issuing the pamphlet, their purpose, philosophy, and publications program. The booklet is only 50 cents.

Another teaching aid available from the Council is "Our Growing America" (1956). This is a color filmstrip that contains 150 frames and a booklet with an accompanying narration. The filmstrip describes the American economic system in terms appropriate for high school and college levels. It costs \$15. Request a complete list of this organization's economic materials. Address your request to: Joint Council on Economic Education, 2 West 46 Street, New York 36, New York.

Business booklets. Four new publications pertaining to business management and industry may be requested from E. I. Du Pont De Nemours and Company, Public Relations Department, Wilmington 98, Delaware. They are "The Story of Life in a Large Corporation," "The Story of Taxes," "The Story of Business: Large and Small," and "The Story of Science in Industry." You will find them all useful in your introduction to business classes. All are free in single copies.

Typewriting game. "Typalot" is a typewriter letter game to be played after the student has learned the keyboard. It may be used either to break monotony or to motivate your class. It is also a good way to find out if the keys really have been learned or, if not, to reteach the keyboard through play. The game was developed by Elizabeth Qualls, a business teacher at Parker-Gray High School, Alexandria, Virginia. It can be played by as many as 14 students. It uses 14 "lotto" cards and 60 discs. Order directly from Elizabeth Qualls, 830 Division Avenue, N.E., Washington 9.

Correspondence folders. A series of eight folders, each on a separate topic relating to business correspondence, has been written by Homer L. Cox. It is distributed by the National Small Businessmen's Association, 801 19th Street Building, N.W., Washington 6, D. C. Some of the titles are: "Coping with Correspondence," "The Value of Positive Thinking," "Habit Writing," "Long Sentences Can Sell You Short," and "Good Conductors."

Economic Education. For a list of materials on economic education, write to The Foundation for Economic Education, Inc., Irvington-on-Hudson, New York. The Foundation publishes a variety of booklets, pamphlets, and magazines. "Economics in One Lesson," by Henry Hazlitt, has been published in a pocket edition and is available at the price of three copies for \$1. The Foundation also issues a monthly journal, *The Freeman*, which will be sent regularly after a written request. An annual subscription-donation of \$5 or more is a suggestion but not a requirement. Many of the articles from *The Freeman* are offered as reprints. The Foundation also conducts fellowships in business each year. Write to W. M. Curtiss, at the above address, for details about this summer fellowship and about any additional information that you may desire.

"DIRTY" ASSIGNMENT

(Continued from page 25)

out of sight. In class, papers were exchanged; and each student checked to see whether the answer key prepared by his classmate was correct. A spirit of rivalry arose, because no one wanted one of his peers to find him in the wrong. By the end of three weeks, students had probably done more work with the fundamental processes of arithmetic than ever before in their lives—and with much more fun. We had used horizontal and vertical additions and subtractions, and we had reached a better understanding of many business terms than ever before.

• Another very important area of misunderstanding can be in the matter of grading homework, recording credit for work done, and final averaging. Homework is often a headache to the teacher as well as the student. I feel deeply concerned about this. Some teachers feel that they must grade every homework paper handed in. To me, this is a tremendous waste of time and energy, an almost superhuman task that makes the math teacher a drudge. Few, if any, students make any constructive use of the papers returned; their ultimate end is the wastebasket—so why not put them there at once? In fact, why go over them at all, since much of the work turned in is not done by the student but by some friend or member of his family? (In regard to this point, let me say: I feel that some good is done even when a student copies some other person's work. We learn to do by doing, and if a student does no more than copy the correct method and solution often enough, he may learn something about the fundamental processes.)

How, then, can we be fair to all? I find that this grading plan works:

(1) Collect every assignment, but only after the problems have been worked out on the chalkboard, either as a demonstration by the teacher or as individual student assignments.

(2) Give frequent short tests; grade each paper, and return the papers to the students. (Weekly tests will give the best results.)

(3) Determine average or "estimated" marks by averaging the short tests, then adding to this average any credit for homework turned in and subtracting for homework not handed in. Of course, there may be a perfectly valid reason why even a good

student will not turn in homework a few times during a quarter or a ten-week period. A sensible scheme should be set up—some sort of sliding scale from a high of “plus 10 points” to a low of “minus 10 points” (the latter for the persistent “do nothing” member of the class). This system should be fairly flexible, so that it does not penalize a student who has been absent for a week or two on account of illness, provided he can pass his tests. (In practice, I never require a student who has been ill to make up assignments if he can pass the tests given while he was absent. It should be his responsibility to find out the areas of work we have covered and take any tests he has missed.)

- A radical, but helpful, technique is to excuse any student who passes his weekly test with a 90 or better from handing in homework until the next test is taken and the results known. It is up to the student to be sure that he learns how to handle the work covered. He is welcome, if he wishes, to turn in the work and go over it with the teacher to settle any questions he may have; in such a case, he may be given extra credit for preparing the work.

- Another radical approach is to allow students to work together during the work sessions of the class periods. In the course of these sessions, students often teach each other, for they frequently argue about methods to be used and sometimes have to come to the instructor as a resource person. This technique has one obvious (and sometimes serious) drawback: the informal appearance of the classroom and the buzz of conversation may fool some supervisors into feeling that no work is being done or that work is being done improperly. Most supervisors are willing to “go along” with an instructor at least long enough to find out what results can be obtained in this way. The alert teacher will be careful to halt any prolonged “visiting matches,” or sessions relating to other topics, before an impasse is reached.

Some of you business-arithmetic teachers must be using other devices to challenge your students to greater accomplishment. Can't we see some of these in print? We need to break down the feeling that business arithmetic has some of the characteristics of a “dirty job,” and build up the feeling that it is a challenge—as any new topic should be—to a class.

Just between us

H. G.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

“Sumer is icumen in, lhude sing cuccul!”—so runs an old English song, and “Loud sing all teachers,” say I in return. Show me a teacher who doesn’t welcome the change of pace that summer brings. In line with that “A Hole Is To Dig” we talked about a couple of months ago, we teachers might say that “Summer Is To Dig, too—into all sorts of places and things. For instance:

Summer is to dig—into the good earth. I mean this literally. Teachers do it in dozens of ways: with a trowel into their flower beds, or with a hoe into their vegetable gardens; with a pick and shovel, out prospecting (a surprising number of teachers do); with a scrub bucket into the winter’s accumulation of grime on the back porch (“Good earth, indeed!” someone snorts.); with their toes into the sand on a strip of beach; with a spade beneath an overturned log, searching for bait; with a golf club not too expertly swung (Kindly replace all divots!); even with scholarly fingers into undisturbed dust covering some precious volume deep in the dungeons of a library. Digging into the good earth in any of these ways is a fine release for tensions, for forgetting pettiness, and for easing worries.

Summer is to dig—into faraway places. You lucky ones about to travel this summer, have fun! And dig deep into things besides your guidebooks, your pocketbooks, and the usual tourist spots. Dig deep into folklore and customs, into understanding and appreciation, and into friendships. Bring back more images in your mind than you do on your colored slides—images of those intangibles that cannot be photographed with a camera.

Summer is to dig—into knowledge. This means via the summer school route—or on your own, via travel, research, etc. But however you do it, the inscriptions across the façade of the library at the University of Colorado are for you. Above the outer pillars is carved, “Who Knows Only His Own Generation Remains Always a Child”; and above the doors behind, “Enter Now the Timeless Fellowship of the Human Spirit.”

Summer is to dig—into mending. All sorts of things don’t get mended all winter: covers on books, torn file folders, socks and blue jeans seams and sails on a boat; a hole in the screen where the dog pushed through, strained or neglected relationships with fellow creatures, be they family, friends, tradesmen, or administrative bodies; careers; family or personal finances; and most difficult of all, a way of thinking, or even of living. Yes, if values need a bit of patching up, summer is the time.

Summer is to dig—into creative thinking. Dig deep into your own gray matter, into the fiber of your heart and soul. Remember that little formula for creative thinking—analysis, evaluation, imagination, and execution? And the five steps that go with it? Think always on the bright side, constructively rather than destructively, deeply rather than superficially, realistically and practically, and one problem at a time. Summer is a fine time to come up with new ideas—and to re-evaluate old ones.

Summer is to dig into introspection and self-analysis. What sort of teaching job did I do this past year? Am I slipping or growing? Am I really enthusiastic and optimistic? Am I keeping an open mind in the face of all the furor about today’s schools? Am I doing any constructive dissemination of “What’s right with our education?”

Yes, summer is to dig—into deep, soft pillows; into sheer laziness a part of the time; into fun, relaxation, and laughter; into new friendships; into new foods (to heck with the Diet—this is vacation); into happiness; into service—into whatever it is that you most need or want to do, what you didn’t get to dig into all winter.

To all of you, whatever you find your own “Summer Is To Dig Into,” have a wonderful time digging!

HOBBIES

ROBERTA G. PAVLU

STILL TRYING TO FIND a hobby? Miss Simms asked Jane who removed her hat and gloves with a rather annoyed look on her face.

"Yes," Jane sighed, "but I'm ready to give up."

For the past five months, Jane Adams had been trying to find a hobby² that would give her something to do after she finished a day's work at Sloan Publishing Company. Her job as³ secretary to the publisher was exciting and challenging—but when she went home, there wasn't much to do.

Jane⁴ helped her two roommates clean the apartment they shared in the big city. Occasionally, she went to the theatre⁵ with them. That, however, wasn't enough. Jane wanted to do something creative. Even Jane's coworkers and⁶ roommates were at the point of exasperation after they had vainly suggested several hobbies.

Miss Simms,⁷ who edited one of the women's magazines, had suggested crocheting. Jane had tried that for one week.

"I'm just⁸ not talented in that direction," Jane had cried after tangling cotton thread around needles and coming out with⁹ nothing but knots.

Even Mr. Sloan, the publisher, had joined in "Project: Hobby for Jane." He had attempted to¹⁰ interest her in oil painting. But all Jane had succeeded in doing was to smear paint all over herself.

Sewing,¹¹ painting, ceramics, piano playing, knitting—all resulted in frustration. It wasn't that Jane could not¹² understand the simple instructions given for novices; it was that her fingers weren't nimble enough to¹³ do what she wanted them to do. She tried reading, but she did enough of

that on her job. She certainly wasn't¹⁴ interested in the sports of fishing and hunting that one of the junior executives had jokingly¹⁵ suggested. Jane was disgusted, and her friends had given up trying to find her a suitable hobby.

That was the¹⁶ reason that Jane was so annoyed this morning. She had spent the past evening watching television. She would rather¹⁷ have done something active, not just watch others perform.

Miss Simms watched Jane compose a letter for Mr. Sloan. She admired¹⁸ Jane. The young girl had not had much experience when she had come to Sloan Publishing Company last year. But¹⁹ Jane really had a capacity for learning fast and had become very efficient. Mr. Sloan was quite²⁰ pleased with her work. Even Miss Simms, who had been with the company for five years, could not find a single fault with Jane's²¹ work.

Mr. Sloan buzzed for Miss Simms, and she hurried into his plush private office.

Mr. Sloan adjusted his reading²² glasses and scratched the little white mustache that was almost invisible on his strong, square face.

"Has Miss Adams²³ found a hobby yet?" he inquired nonchalantly.

"No, I'm afraid not," Miss Simms said smiling. "I wish I could help her²⁴—she hasn't been in the city very long, and it would give her something to do."

"Yes, well, maybe something will work²⁵ out," he said, ending the pleasantries and getting down to business. "I have something important I want to discuss²⁶ with you. We'll have a board meeting in the morning, but I'd like your opinion first."

That evening Jane worked overtime²⁷ for lack of something to do at home. Miss Simms scolded her lightly.

"You mustn't work so hard—all work and no play, you²⁸ know."

Jane smiled weakly, "I know, but . . ."

"Yes, yes, you don't feel like going home and sitting around."

Miss Simms said good night and²⁹ left.

The next morning, Mr. Sloan called a board meeting.

"Do you want me to take notes?" Jane asked.

"No, no, that won't be³⁰ necessary." Mr. Sloan told her and went into his office.

The meeting was a long one—over three hours, and Miss³¹ Simms looked tired when it was over.

"What's up?" Jane inquired. "Or is it top secret?"

Miss Simms smiled as though she had a big³² secret. "You'll find out before long."

Later that day, Mr. Sloan buzzed for Jane and Miss Simms.

"Miss Adams," Mr. Sloan coughed³³ and dabbed at his eyes with a large snow-white handkerchief. "I understand that you have been having quite a bit of trouble³⁴ finding a hobby."

"Yes," Jane answered, puzzled.

Miss Simms broke in. "Well, I think your troubles are over."

All this, Jane³⁵ wondered, just to help her find a hobby!

"I won't keep you in suspense any longer," said Mr. Sloan. "I have been³⁶ pleased, most pleased, with your work. The letters and speeches you compose for me show a talent with words. And your brief but³⁷ extensive experience with various hobbies will prove useful."

"I don't understand," Jane said.

"Let me tell her, Mr.³⁸ Sloan," Miss Simms interrupted.

"You see, Jane," she continued. "Mr. Sloan plans to give you a trial period³⁹ as a reporter for a new magazine we'll publish this year. You'll cover exhibits and showings and write feature⁴⁰ articles for the magazine. Of course you'll have to cover some of these showings after five o'clock. But I'm⁴¹ sure you won't mind—at least you'll be doing something creative. You'll have your hobby . . ."

"You mean hobbies," Mr. Sloan grinned.⁴²

"Yes, you see, Jane, the name of the new magazine will be *Hobbies*." (851)

OGA MEMBERSHIP TEST

The Early Bird

Dan Webster came from a family of ten children. This short, swarthy son of a New Hampshire farmer made himself a national leader. His farm habit of getting work under way early in the day helped take him up the road² of fame.

Four o'clock was his favorite hour for starting the day's work. "I never let the sun get the start on me³ if I can help it," was his favorite expression when talking about it to his friends.

It is astonishing⁴ the number of self-made men who have been early-morning risers. Whether from deliberate practice or because⁵ it was natural for them, beginning work early certainly assisted in their climb to fame. (117)

JUNIOR OGA TEST

Polite At Any Cost

A California family was training a girl from the country in her duties as a maid. On answering¹ the telephone the first day, she brought no message.

"Who was that, Sally?"

"It was nobody, Mrs. Bailey, just² a lady saying, 'It's a long distance from New York'; and I said, 'Yes, ma'm, it sure is!'" (55)

THE JOB WAS PERMANENT!

DUANE VALENTY

SHE WAS PRETTY, she could sing, and she had had dramatic training. But there weren't any jobs, it seemed, for an¹ aspiring singer or actress.

Day after day Betty White made the rounds and found job-hunting a disappointing business.² At the seven local television stations she even offered her vocal wares for \$5 a song.³

Then one day a personnel manager asked her to wait a moment.

"There's a job, if you want it," she was told after⁴ she had waited for a time in the reception room.

"I want it," said Betty, taking off her coat and gloves.

Now⁵ she was a girl Friday to a disc jockey! No singing, no acting, no lines to learn. But it was awfully close⁶ to the real thing. It was a television station; and there were hit records to number, file, and put away.⁷ There were guests to interview and line up, many of whom were show-business celebrities. Awfully close, but that⁸ was all.

"Oh, well," sighed Betty. "It is a job."

It turned out to be several jobs in one, she soon discovered. Because⁹ the disc jockey for whom she worked had a lengthy variety show, it fell to his secretary Betty¹⁰ to tie up all the ends of the show tightly. She was in charge of those little details that didn't show before the¹¹ camera.

So there she was—one moment sitting neatly and quietly at her desk calling up famous people¹² for a guest spot on the show, the next helping push props into place in a rush for a commercial. In general,¹³ she found she was a lady handyman along with being girl Friday.

At a radio or television¹⁴ station the clock is master, and this secretary found herself always within sight of it. Each job Betty did¹⁵ was measured by the deadlines of its moments and seconds.

One day it came uncomfortably close to show time, but¹⁶ no disc jockey. Where was he? Betty pushed props and calmed guests, and still he didn't come.

"You're on . . ."

With destiny hanging¹⁷ on the moment, Betty rushed on in place of the disc jockey. Somehow she managed to twirl the records and chatter¹⁸ gaily while the hands of the clock went around. When the guests came on she treated them like the friends that most of them were¹⁹ by now, and soon the time came to say goodbye.

"Fine," the producer and director complimented her. "You can stay²⁰ on as temporary disc jockey until we find a replacement."

But they never had to find the replacement!²¹ Soon Los Angeles television viewers began to realize they had a new personality in their²² midst. Betty's breezy manner and easy conversation began to pull advertisers, too. Before long she²³ was a "name," with her show nudging the top of the ratings.

The show was on the air five hours a day, but in her "spare time"²⁴ Betty White got together with station man-

ager Don Fedderson. Together they dreamed up a situation²⁵ comedy called "Life With Elizabeth." In this show she had a chance to use her acting and comic ability.²⁶ On the strength of the show, Betty was awarded the Academy of Television Arts and Sciences²⁷ 1952 "Emmy" as the most outstanding female personality on television.

It²⁸ was at this time that NBC was seeking a new personality to spotlight on daytime TV. An²⁹ executive from the New York office went to Hollywood for this purpose and later reported: "I met a tidal³⁰ wave of enthusiasm for a young lady named Betty White. With all of this clamor, I had to find out about³¹ her myself!"

The resulting audition meant a contract for the ex-gal Friday and a million new fans from³² coast to coast.

"We believe Betty is the female personality that television has been looking for," declared³³ another network official. "She could very well be television's first American Sweet heart."

Betty³⁴ White was born in Oak Park, Illinois, where her father was a representative of a lighting corporation.³⁵ When he decided to trek westward, the entire White family left Oak Park. Betty was only two at the time³⁶ and consequently doesn't remember when the folks settled in Los Angeles.

At school, the future secretary-³⁷ television star wrote, produced, directed, starred in, and made costumes for a tearjerker called "Land of the Rising³⁸ Sun." It was presented as the graduation play. She was active in dramatics at Beverly Hills High³⁹ School and enrolled in a well known dramatic school after graduation.

Betty White is still a hard worker even⁴⁰ though she has made the top in a hurry. She takes her work very seriously, doesn't mind sacrificing⁴¹ for it, and is always looking for new ideas. Her show, "Life With Elizabeth," now in reruns, has given⁴² place to a coast-to-coast successor, "Date with the Angels." Betty not only has a hand in its production, she⁴³ owns a piece of it and stars in it.

Betty is single and lives with her dad and mother in a modest house not⁴⁴ far from her studio. The house is quite full of dogs, for Betty is fond of pets. Her fans are well aware of this—⁴⁵ they send her every kind of toy dog to keep her St. Bernard poodle, and peke company.

Betty White hasn't⁴⁶ too much time for her hobbies of cooking, piano playing, and golfing. She has, however, one very good reason⁴⁷ for being so busy. You see, the job was permanent! (951)



ALPHA ZETA chapter was installed this year at Temple University, Philadelphia. New officers are (l. to r.): Selma Conston, cor. secretary; Elsie Care, historian; William Sassaman, treasurer; Walter Brower, Jr., president; William Polishook, sponsor; Helen Cioffi, vice-president; and Frances Eggert, rec. secretary.



PI OMEGA PI National Council met at Muncie, Indiana, during April. Discussing points with student representative Oliver Williams (right) are (from left to right): Hulda Vaaler, Ralf Thomas, Mina M. Johnson, Audrey V. Dempsey, James T. Blanford, Wilverda Hodel, and Norman Kallaus.

*through
the
camera
eye*



WESTERN BEA officers appear at left, following their election at the group's annual convention in March. Seated (left to right) are Anne Corcoran, treasurer, and Edith Smith, secretary. Standing (l. to r.) are Ralph Annus, vice-president, and Clisby Edlefsen, president.

Professional Report

NEWS SPOTLIGHT

Income Tax Break Granted Teachers

. . . by U. S. Treasury Department. In a special announcement ten days before the payment of 1957 income taxes, Secretary of the Treasury Robert Anderson declared, "The expenses incurred by a teacher for education may be deducted even though such expenses are incurred voluntarily and even though the courses taken carry academic credit or result in an increase in salary or promotion."

The ruling allows teachers to deduct most educational expenses incurred since 1954. These expenses may include transportation to and from the college; meals and lodging while attending; and tuition, books, and other expenses. Claims must be filed within three years of the time the now-overpaid tax was due.

The NEA Research Division declared that the ruling may put back \$20,000,000 a year into the pockets of 400,000 U.S. teachers. William G. Carr, NEA executive secretary, commented, "This is the most significant step ever taken by the United States Government to improve the economic status of teachers and their professional qualifications." NEA has worked eighteen years to get these professional expenses recognized as business expenses. A special issue of NEA News, dated April 8, 1958, presenting detailed information, was sent to 150,000 educators by NEA, 1201 Sixteenth Street, Washington 6, D.C.

June Demand for Teachers Persists

. . . despite general job shortage, according to Department of Labor experts. Most needed are grade school teachers and high school teachers of science, mathematics, and home economics.

In general, spokesmen said, June graduates will find jobs most available in teaching and in medicine, science and engineering, and sales. This year, those in the lower half of the academic ladder will have more than the usual trouble in finding suitable positions. Of nearly 2,000,000 graduates of high schools and colleges, over 1,000,000 will be job hunting this June. The 400,000 college graduates should not have as much trouble as will the less-skilled high school graduates; most colleges, however, report the number of industry recruiters visiting their campuses to be down about 10 per cent. The recession is given as the reason.

PEOPLE

• Thaddeus H. Penar has been named head of the department of education at Grove City (Pennsylvania) College. His appointment will become effective in September of this year.

Doctor Penar is currently president of the Pennsylvania Business Educators Association. He is a member of NBTA, the Vocational BEA, NEA, the Pennsylvania EA, and other organizations. He taught at the University of Calcutta, India, in 1940, after serving there in the Air Force during World War II.

• Ralston D. Scott has been named head of the commerce department at Rochester (New York) Institute of Technology. He succeeds Howard Stauffer, who will retire on June 30.

Doctor Scott is currently chairman of the department of economics, business administration, and business education at Otterbein College, Westerville, Ohio. He was formerly at William and Mary College; Rutgers University; and Radford College, Virginia Polytechnic Institute. He is coauthor of the text *Money and Banking*.

• Ben H. Henthorn, former president of Kansas City (Missouri) College of Commerce, has been named minister of the Church of Christ in Lafayette, Louisiana. He had been an ordained minister during his many years as an educator and administrator.

Henthorn worked for the creation of the National Association and Council of Business Schools. He was a member of the steering committee that developed the Accrediting Commission for Business Schools and served as one of its first commissioners.

• Elsie L. Leffingwell, associate professor of secretarial studies at Carnegie Tech, Pittsburgh, has been named "Teacher of the Year" by the Western Pennsylvania BEA. The honor was announced at a meeting

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of the Association at McKeesport during April.

Miss Leffingwell is currently an instructor on "Typing for You," a program broadcast over Pittsburgh's educational television station, WQED. Prior to joining the staff of Carnegie Tech in 1948, she taught at Westminster College, Kent State University, and Women's College, University of North Carolina. She is an active member of EBTA, NBTA, DPE, Tri-State BEA, the Pennsylvania BEA, and other organizations. She is also author of numerous articles on business education.

• Robert V. Bacon received his doctor of education degree this month from the University of California, Los Angeles. His dissertation, "A Study of the Interest Patterns of Men Business Teachers in Public Secondary Schools," was written under the direction of S. J. Wanous; from it was developed an interest scale for male business teachers.

Doctor Bacon is co-ordinator of admissions and records at Los Angeles Harbor Junior College. He is a member of the California BEA. In 1952, he was coauthor of a chapter on public relations in junior colleges for the NBTA Yearbook.

GROUPS

• EBTA held its 61st annual convention at Boston in April. Officers for the coming year are: president, A. Raymond Jackson, Goldey Beacom School of Business, Wilmington, Delaware; vice-president, William C. Gordon, Bryant and Stratton Business Institute, Buffalo, New York; secretary, Mary E. Connelly, Boston University; treasurer, Earl F. Rock, Central High School, Newark, New Jersey; and executive board members, Paul M. Boynton (ex officio), F. Howard Strouse, Dorothy C. Finkelhor, Herbert A. Tonne, Emma M. Audesirk, and Albert L. Fisher.

The 1959 convention will be held at Atlantic City, New Jersey.

• The Western BEA and the California BEA held their annual joint meeting at Asilomar, Pacific Grove, California, in March. Some 560 business educators attended the four-day conference.

WBEA elected the following officers: president, Clisby Edlefsen, Boise (Idaho) Junior College; vice-president, Ralph Asmus, Phoenix (Arizona) College; secretary, Edith Smith, Lewis and Clark College,

Portland; and treasurer, Anne Corcoran, State College of Washington, Pullman.

CBEA elected the following new officers: president, Lou Gentile, Chaffey Junior College, Ontario; vice-president, Fred Cook, Stanford University, Stanford; secretary, Hope Powell, Los Angeles Harbor College, Wilmington; and treasurer, Lura Lynn Straub, San Diego State College.

• The World Confederation of Organizations of the Teaching Profession will hold its 1958 meeting at Rome, Italy, in late July and early August. WCOTP recently released a 32-page pictorial report of its 1957 international meeting in Frankfurt, Germany. Last year's convention was attended by 200 delegates representing 66 national organizations in 33 countries. The national member organization of WCOTP in this country is NEA; associate member organizations include state education associations of Illinois, Indiana, Massachusetts, Michigan, Minnesota, New York, and Pennsylvania.

• The American Vocational Association will hold its annual convention in Buffalo, New York, from August 12-14. Representing business education and presiding over its activities will be Margaret E. Andrews, consultant for business education in Minneapolis, Minnesota, and vice-president of AVA.

Theme of the business-education sessions is the problem of office automation. Three meetings are scheduled:

August 12, 2 p.m.—visit to home office of National Gypsum Company, Buffalo; chairman, Louis R. Rosette, New York State Education Department, Albany; recorder, Frank R. Gammardella, East Syracuse (New York) High School; and speakers, John H. Lapp and R. Roy Harley, both of National Gypsum.

August 13, 2 p.m.—visit to Remington Rand Division, Sperry Rand Corporation, Buffalo; chairman, Bernard A. Shilt, supervisor of business education, Buffalo; recorder, John E. Whitcraft, New York State Education Department, Albany; and speaker, George P. Smith, manager, UNIVAC Methods, Remington Rand.

August 14, 10 a.m.—"Implications of Office Automation for the State Supervisor, City Supervisor, and the Teacher Education Program": chairman, Ray L. Clippinger, consultant for business education, Rochester, New York; assistant chairman, Harry I. Good, former deputy superintendent of schools, Buffalo; speakers, William Selden, State Department of

Education, Harrisburg, Pennsylvania; John C. Frakes, supervisor of business education, Cleveland; and Peter L. Agnew, New York University.

- Delta Pi Epsilon has announced the nomination of two new judges to its Research Award Project. They are F. Wayne House, University of Nebraska, Lincoln, and Russell Sicklebower, San Francisco State College.

Continuing as judge will be Harry Huffman, Virginia Polytechnic Institute. Chairman of the project is John L. Rowe, University of North Dakota, Grand Forks.

The DPE Research Award is given each year after an evaluation of doctoral dissertations and projects, master's theses, and independent research studies in business education. Thus far, approximately twenty studies have been entered in this year's competition.

- The Catholic BEA elected Brother J. Alfred, F.S.C., as president at its thirteenth annual convention held in Philadelphia during April. Brother Alfred, of Christian Brothers College, Memphis, Tennessee, was publicity co-ordinator of the Southern

unit, CBEA; he was formerly national public-relations director of CBEA and has served as president of the St. Louis Area BEA, an affiliate of UBEA. He succeeds Brother Remigius, S.C., Catholic High School, Baton Rouge, Louisiana.

Re-elected vice-president of CBEA was Sister Irene de Lourdes, C.S.J., St. Joseph's Commercial High School, Brooklyn.

- The Illinois BEA met at St. Louis, Missouri, in February in conjunction with the Illinois Vocational Association. New officers of IBEA are: president, Gladys Bahr; first vice-president, Cleta Whitacre; second vice-president, Herbert Ross; secretary, Ralph Mason; and treasurer, Mrs. Arcile Reese.

- The Southeastern Business College Association held its annual meeting at Atlanta, Georgia, in April. Featured speaker was Theodore R. McKeldin, Governor of Maryland.

Officers elected for 1958 are: president, Dean C. Sweetland, Cecil's Business College, Spartanburg, South Carolina; first vice-president, Mrs. Selma R. Henson, Carolina Business College, Charlotte, North Carolina;

second vice-president, Mrs. Eula Barnett, National School of Business, Cleveland, Tennessee; secretary, John Horning, Twentieth Century Business College, Mobile, Alabama; treasurer, Kendrick Kroger, West Tennessee Business College, Jackson; and board members, Harry G. Green (past president), Kenneth H. Dunlop, Mrs. Jean Jones, Mrs. Marie Johnson, and F. A. McCartney (founder).

The 1959 convention will be held in Miami, Florida.

- The Texas STA, business-teacher section, held its annual meeting in March at Houston. New officers for the section are: chairman, Mrs. Claudia Overland, Ball High School, Galveston; secretary, Mrs. Marianne Rankin, same school.

- The Catholic BEA, Midwest unit, and De Paul University, Chicago, held a one-day business-education workshop at the University in May. Featured speakers were Mrs. Madeline S. Strony and Frank P. Donnelly, both of Gregg Publishing Division, McGraw-Hill Book Company.

Loretto R. Hoyt is chairman of the business-education department at De Paul. Sister M. Therese, O.S.F., Madonna High School, Aurora, Illinois, is chairman of the Midwest unit.

- The Kentucky BEA held its annual meeting in April at Louisville. New officers are: president, Ross Anderson, Morehead State College; vice-president, Mrs. Lucille Poyner, Reidland High School, Paducah; secretary, Alice Money, Ahrens Trade School, Louisville; UBEA representative, Tom Hogancamp, Murray State College; and board members, Orinona Puccini and Mrs. H. T. Johnson.

- The Puerto Rican unit of the Catholic BEA has announced the appointment of three new officers. They are: chairman, Marina Lledo; co-chairman, Mrs. Carmen R. Roque; and secretary, Mrs. Thelma P. de Gonzalez. Remaining in office are Rafael Mercado, treasurer, and Pedro Luis Figueroa, publicity co-ordinator.

- The Southern unit of the Catholic BEA has announced the following change of officers: Sister M. Emilia, C.C.V.I., replaces Brother Joachim, S.C., as co-chairman. Brother J. Alfred, F.S.C., replaces Sister M. Carol, R.S.M., as publicity director. Sister Paul Joseph, C.D.P., replaces Sister Rose Annette, C.D.P., as Alexandria contest chairman. Remaining as unit chairman is Sister Bernadette Marie, C.D.P.

(Continued on next page)

EBTA Executive Board



1958 OFFICERS OF EBTA assemble following their election at the group's annual convention in Boston during April. Seated (left to right) are: Earl F. Rock, treasurer; Mary E. Connelly, secretary; A. Raymond Jackson, president; and William C. Gordon, vice-president (left to right) are: F. Howard Strouse, Dorothy C. Finkelhor, Paul M. Boynton (past-president), Herbert A. Tonne, Emma M. Audenirk, and Albert L. Fisher, members of the executive board.

Reprints Available!

"BUSINESS TEACHER RECRUITMENT"

A special 24-page report reprinted from the June, 1957, issue outlines what teachers, supervisors, and administrators can do, working alone and with groups, to help ease the present shortage. Price: 50¢ per copy.

Other reprints available:

"Comparing Electric Typewriters," a 4-page reprint from the January, 1957, issue of BUSINESS EDUCATION WORLD. A factual, feature-by-feature analysis of the electric and semi-electric machines available to teachers for classroom training. Price: 25 cents.

"How to Teach Transcription," a 12-page reprint consisting of four articles that constitute a detailed outline for conducting a transcription course. The articles are entitled, "What, When, How—a Survey" (George A. Wagoner), "Teaching Punctuation in Transcription" (Elise Davis), "How to Integrate Transcription Skills" (Ruth I. Anderson), and "How to Evaluate Transcription" (George A. Wagoner).

Price: 25 cents.

"General Business: Student Projects that Will Intensify Learnings," by Alan C. Lloyd; March, April, June, and September, 1954. 8 pages. Price: 25 cents a copy.

"Is Teaching a Profession?" by J. Milnor Dorey; November, 1954. Price: 10 cents a copy.

"Mimeograph Duplication—A Scale for Rating Performance," by Abraham Kroll; June, 1953. Price: 10 cents a copy.

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SCHOOLS

• Northwestern University, Evanston, Illinois, is offering this summer two programs of interest to teachers of business education.

The School of Education will sponsor a six-week work-experience program from June 23 to August 1. Only a limited number of students will be accepted. All students will be required to work at an office or store position for six weeks; they must also attend two evening classes a week. Supervision of Co-operative Business Education and a Workshop in Vocational Business Education. Students will meet in evening seminars twice a week. Application blanks may be obtained from Dr. Russell N. Cansler, Department of Business Teacher Education, School of Education, Northwestern. Graduate credit may be earned for this program.

The Gregg Division of Northwestern will offer a series of weekly conferences in July and August. The four subjects of shorthand and transcription, typewriting, bookkeeping, and office practice will be offered in each of three sessions conducted by prominent leaders in business education. Speaking in the week of July 28 will be Mrs. Madeline Strony and Alan C. Lloyd on each day of the week and J. Marshall Hanna on Monday and Tuesday. Speaking the week of August 4 will be Louis A. Leslie and Alan C. Lloyd on each day and J. Marshall Hanna on Monday and Tuesday. Speaking the week of August 11 will be Charles E. Zoubek and John L. Rowe on each day and Gilbert Kahn from Wednesday through Friday. For information write to Gregg Division, Northwestern University, Wieboldt Hall, 339 East Chicago Avenue, Chicago 11, Illinois.

• Bryant and Stratton College, Chicago, and LaSalle Extension University, Chicago, have announced a merger of the two schools.

Bryant and Stratton was founded in 1856 at 48 Clark Street by Henry Beadman Bryant and Henry Dwight Stratton. It now has more than two hundred thousand alumni. LaSalle, a correspondence institution, was founded in 1908; nearly five thousand of its alumni have passed state examinations for Certified Public Accountants.

The following officers were elected at the Bryant and Stratton board of directors meeting in April: president, E. J. Kendall; vice-president in charge of sales, R. G. Cornwell; vice-president, T. K. Elliott; treas-

urer, Harold W. Young; and secretary and dean, L. C. Doak. Kendall is president of LaSalle Extension.

• Durham (North Carolina) Business College, in its tenth year under the direction of Mrs. L. M. Harris, has moved to a new and larger location. The 18-room building, a former elementary school, has been completely renovated. Durham is the only Negro business school in North Carolina to hold membership in NACBS.

• The University of Michigan, Ann Arbor, has announced a two-week workshop in Filing Through Records Management. The workshop was planned by the School of Business Administration in co-operation with the Detroit chapter of the Records Management Association. Enrolling students will spend two days in records-management centers of member companies of the Association. Head of the program is Dr. Irene Place.

• The University of Texas, Austin, will hold its sixth annual workshop for business-education teachers June 9-20. Visiting educators will include, Mrs. Madeline Strony and Alan C. Lloyd, Gregg Publishing Division, McGraw-Hill Book Company, New York; Marjorie Keaton, Texas Christian University, Fort Worth; and Kathleen Barnard, San Antonio College. Director of the program is Dr. Faborn Etier.

• Farleigh Dickinson University, Teaneck, New Jersey, sponsored the eighth annual Bergen County Typewriting Contest held in March at Hackensack High School.

The winners were: advanced students, Margaret Nowack, Hackensack, (speed); Nancy Raub, North Arlington, (accuracy); and first-year students, Barbara Stengel, Teaneck, (speed); Barbara Bliesath, Dumont, (accuracy).

The contest director and judge was Chester Soucek, former world's amateur champion typist. Contest awards were donated by Underwood Corporation, Englewood Business Machines and Supplies Company, CBS Business Equipment Corporation, Royal Typewriter Company, and Van's Typewriter Company.

• Morgantown (West Virginia) Business College is now under new management. Stephen A. Callen, former teacher and public accountant, assumed his duties as director of the school on June 1. He succeeds Robert I. Burchinal, head of the school since 1933, who will remain in an advisory

capacity until December of this year and then devote his full time to law practice.

- Jones Commercial High School, Chicago, Illinois, celebrated its twentieth anniversary in February. Principal speaker at the commemoration program was Senator Paul H. Douglas of Illinois. The senator stressed his belief that education for business life should not be overlooked amid the current emphasis on training in scientific fields.

Jones Commercial High School was organized by the Chicago Public Schools in 1938 to provide intensive training in business subjects for students interested in obtaining employment at the end of their twelfth year of school. In 1951, a co-operative part-time work program was added, by which all students in their last semester work one-half of each day at current salary rates. Over 260 companies co-operate in this plan.

Jones is the only all-commercial public school in Illinois. The anniversary program was planned by the Jones Business Advisory Council, headed by Kenneth Littrell, chairman.

- The University of Wisconsin, Madison, has announced a Business Education Institute to be held July 24 and 25. Guest speakers will include Arnold Condon, Albert C. Fries, John Rowe, Robert L. Thistlethwaite, John M. Trytten, and Charles E. Zoubek.

- Saginaw (Michigan) Business Institute moved into a new quarter-of-a-million dollar plant.

The nonprofit institution, one of six in the State known as the Davenport Business Schools, was formerly known as the Saginaw School of Business. The new building is fronted almost entirely by glass and features terrazzo floors and modern lighting.

- Northern Illinois University, DeKalb, held its annual Congress of Classroom Teachers in April. Teachers attended from the northern Illinois and Chicago areas. Featured speaker was Paul Lomax, professor emeritus, New York University.

GENERAL

- Smith Corona Inc., Syracuse, New York, and Marchant Calculators, Inc., Oakland, California, have announced a proposed merger of the two firms. The agreement in principle must be submitted to the boards and

shareholders of both companies. The merger would combine two companies that had an aggregate sales volume in 1957 of \$85,000,000.

- Prizes totaling \$4,000 are being offered by the Office Executive Association for papers covering problems of office organization and office management. The competition is open to everyone—teachers, businessmen, amateur and professional writers, etc.

Entries will be accepted in eight categories: data processing, records administration, copying and duplicating, communications, interiors, personnel administration, machines and equipment, and methods and procedures. Papers will be judged on their content, not the writing ability of the contestant. The top winner in each category will receive \$500. All papers submitted will be made available for publication; authors will receive \$50 for publication in a commercial outlet and \$25 for publication in non-commercial media.

The contest closes March 31, 1959. Rules and regulations for the Management Center Competition may be obtained from the OEA, 530 Fifth Avenue, New York 36.

- A technical session on "Education for Automation" will be a feature

of the Fourth International Automation Congress and Exposition to be held at the New York City Coliseum from June 9 to 13. Presiding at the education session will be Milton H. Aronson, editorial director, Instruments Publishing Company, Pittsburgh, Pennsylvania.

Three papers will be read during the session. Carl Hoffmaster, Pittsburgh Board of Education, will speak on "Instrument Automation Education in a Public School." William M. Rynack, New York City Community College, will speak on "Automation Education at College Level." Lloyd Slater, former director of the Foundation for Instrumentation Education and Research, will discuss "Automation Education in Vocational Schools."

- Motion picture projectors for 16mm sound films can now be leased by the month under a new plan announced by Technical Service, Inc., 30865 Five Mile Road, Livonia, Michigan. Rental is a small fraction of the purchase price of a projector; the Model M6 Moviematic, for salesmen, rents for \$84 the first month and \$45 the sixth month. Renters may convert from a lending to a purchase plan; a liberal allowance will be made for fees paid.

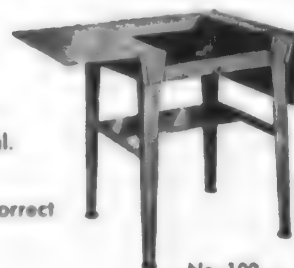
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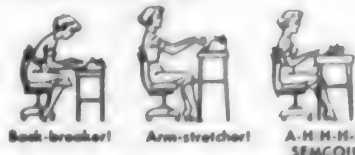
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New Business Equipment

Transistorized Dictating

A transistorized dictating machine with touch-button controls has been introduced by Dictaphone Corporation, New York. The Time-Master is ready for use as soon as its microphone is picked up. It shuts itself off automatically when the microphone



is returned. Because of the transistors, there is no waiting period while the machine warms up.

All dictating controls are on the microphone. With a flick of his thumb, the user can record, hear playback, make corrections, and indicate letter length. A "Dictate-Listen" selector is on the machine itself. Both this and the loading and unloading of the Dictabelt is accomplished by touch buttons.

The Time-Master weighs 20 per cent less than previous models. It is available in silver gray or silver green, as is its companion piece, the transistorized Time-Master transcriber. The dictating machine is priced at \$385; the transcriber at \$360.

Proportional Spacing on Manual

The world's first manual typewriter with proportional spacing has been built by the Olivetti Corporation of



America. The Olivetti Graphika automatically gives each letter the amount of space appropriate to its shape. A two-section space bar and expander lever quickly and easily

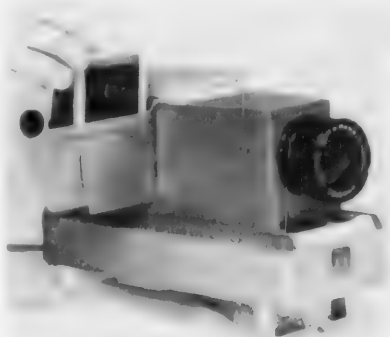
provides a variety of spacing combinations. Right-hand margins may thus be justified and phrases or paragraphs given special prominence.

The typeface for the machine, Cassandre, has been specially designed for proportional spacing. The Olivetti Graphika is priced at \$275, plus \$15.13 FET. Write for information to Olivetti, 375 Park Avenue, New York 22.

Projector Shows Four Slides

A new Bell and Howell slide projector shows the four popular sizes of slides. The Headliner Duo 708 handles 2 1/4, 2x2, Bantam, and Super-slides. An adapter converts the manual changer to the smaller slides. The projector features a 300-watt "short" projection lamp. Blower cooling insures ventilation. A lift-off carrying case is an optional accessory. Available is a semimatic or electric changer for 2x2 and Superslides.

The 708 is priced at \$49.95. The



case is \$5.95. The electric changer is \$33.50 and the semimatic, \$12.50. Write to Bell and Howell, 7100 McCormick Road, Chicago 45, Illinois.

Foam-rubber Tackboard

A new kind of tackboard from the Armstrong Cork Company boasts foam-rubber cushioning. This Cushion-Eze Tackboard is one-fourth as heavy as conventional tackboard. Because of the rubber cushioning, only a tiny amount of pressure is needed to affix tacks; also, tacks may be removed easily, since the board may be easily depressed to allow one to get a sure grip on the head of the tack.

A unique feature of the Cushion-Eze Tackboard is that it absorbs sound; it has three times the sound-absorbing efficiency of conventional

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tackboard. Remember this acoustical significance when writing to the Armstrong Cork Company, Lancaster, Pennsylvania.

Unbreakable Chalkboard

A new chalkboard is made of asbestos cement that looks like slate but is lighter in weight and is absolutely unbreakable. The new material has been imported from Belgium by Sorkin Enterprises.

The board is durable, does not require refinishing, and does not warp. Boards come in three thicknesses: 1/4, 3/8, and 1/2 inch. There is chalkboard on both sides in green or black, but the 1/4-inch size may be ordered with one white side. For further information, write to Sorkin Enterprises, Inc., 11 Broadway, New York City.

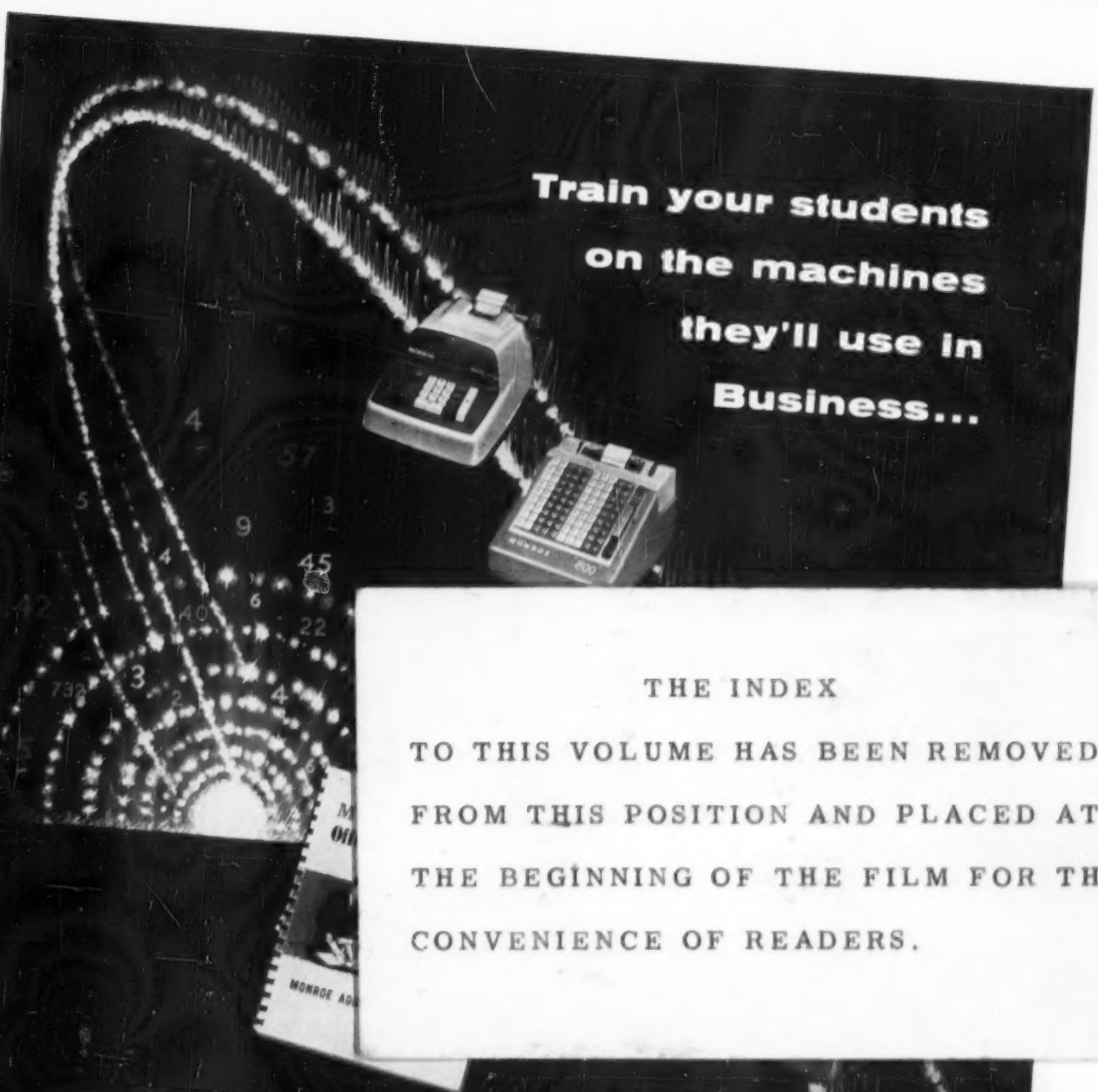
New Products at a Glance

- Solid-color tapes for chartmaking: now available in 1/64-inch width in 14 standard colors; pressure-sensitive printed tapes also in seven other widths. Made by Chart-Pak, Inc., 53 Mulberry Street, Leeds, Massachusetts.

- New fluid container for Fordigraph inkless duplicator: holds one gallon; eliminates need for filling and pouring; simply connect suction hose with gallon can. Made by Fordigraph Corporation of America, 387 Fourth Avenue, New York 16, New York.

- Teachers Desk: single pedestal, 30 by 42 inches; double pedestal, 30 by 60 inches. Plastic top, welded tubular steel frame. Made by Griggs Equipment, Inc., Belton, Texas.

- Toledo 9606 Quick-Adjustable posture chair: for classroom or laboratory. Birch plywood seat and birch veneer plywood backrest; all-steel base. Height adjustment of 4 1/2 inches. Made by The Toledo Metal Furniture Company, 1100 South Hastings Street, Toledo 7, Ohio.



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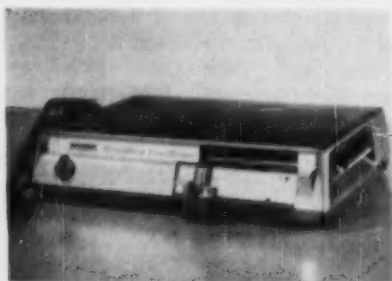
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New Business Equipment

Transistorized Dictating

A transistorized dictating machine with touch-button controls has been introduced by Dictaphone Corporation, New York. The Time-Master is ready for use as soon as its microphone is picked up. It shuts itself off automatically when the microphone



is returned. Because of the transistors, there is no waiting period while the machine warms up.

All dictating controls are on the microphone. With a flick of his thumb, the user can record, hear playback, make corrections, and indicate letter length. A "Dictate-Listen" selector is on the machine itself. Both this and the loading and unloading of the Dictabelt is accomplished by touch buttons.

The Time-Master weighs 20 per cent less than previous models. It is available in silver gray or silver green, as is its companion piece, the transistorized Time-Master transcriber. The dictating machine is priced at \$385; the transcriber at \$360.

Proportional Spacing on Manual

The world's first manual typewriter with proportional spacing has been built by the Olivetti Corporation of



America. The Olivetti Graphika automatically gives each letter the amount of space appropriate to its shape. A two-section space bar and expander lever quickly and easily

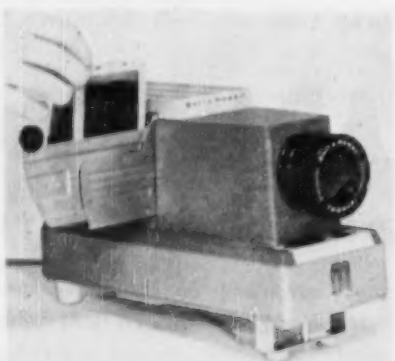
provides a variety of spacing combinations. Right-hand margins may thus be justified and phrases or paragraphs given special prominence.

The typeface for the machine, Cassandre, has been specially designed for proportional spacing. The Olivetti Graphika is priced at \$275, plus \$15.13 FET. Write for information to Olivetti, 375 Park Avenue, New York 22.

Projector Shows Four Slides

A new Bell and Howell slide projector shows the four popular sizes of slides. The Headliner Duo 708 handles 2 1/4, 2x2, Bantam, and Super-slides. An adapter converts the manual changer to the smaller slides. The projector features a 300-watt "short" projection lamp. Blower cooling insures ventilation. A lift-off carrying case is an optional accessory. Available is a semimatic or electric changer for 2x2 and Superslides.

The 708 is priced at \$49.95. The



case is \$5.95. The electric changer is \$33.50 and the semimatic, \$12.50. Write to Bell and Howell, 7100 McCormick Road, Chicago 45, Illinois.

Foam-rubber Tackboard

A new kind of tackboard from the Armstrong Cork Company boasts foam-rubber cushioning. This Cushion-Eze Tackboard is one-fourth as heavy as conventional tackboard. Because of the rubber cushioning, only a tiny amount of pressure is needed to affix tacks; also, tacks may be removed easily, since the board may be easily depressed to allow one to get a sure grip on the head of the tack.

A unique feature of the Cushion-Eze Tackboard is that it absorbs sound; it has three times the sound-absorbing efficiency of conventional

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tackboard. Remember this acoustical significance when writing to the Armstrong Cork Company, Lancaster, Pennsylvania.

Unbreakable Chalkboard

A new chalkboard is made of asbestos cement that looks like slate but is lighter in weight and is absolutely unbreakable. The new material has been imported from Belgium by Sorkin Enterprises.

The board is durable, does not require refinishing, and does not warp. Boards come in three thicknesses: 1/8, 3/16, and 1/4 inch. There is chalkboard on both sides in green or black, but the 1/4-inch size may be ordered with one white side. For further information, write to Sorkin Enterprises, Inc., 11 Broadway, New York City.

New Products at a Glance

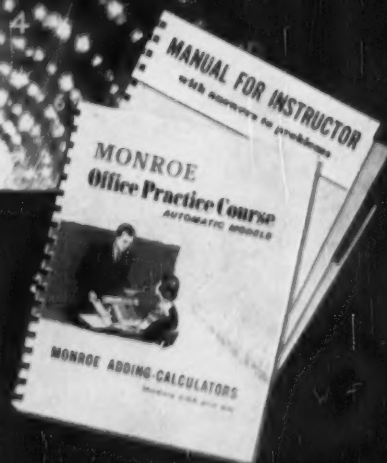
- Solid-color tapes for chartmaking: now available in 1/64-inch width in 14 standard colors; pressure-sensitive printed tapes also in seven other widths. Made by Chart-Pak, Inc., 53 Mulberry Street, Leeds, Massachusetts.

- New fluid container for Fordigraph inkless duplicator: holds one gallon; eliminates need for filling and pouring; simply connect suction hose with gallon can. Made by Fordigraph Corporation of America, 387 Fourth Avenue, New York 16, New York.

- Teachers Desk: single pedestal, 30 by 42 inches; double pedestal, 30 by 60 inches. Plastic top, welded tubular steel frame. Made by Griggs Equipment, Inc., Belton, Texas.

- Toledo 9806 Quick-Adjustable posture chair: for classroom or laboratory. Birch plywood seat and birch veneer plywood backrest; all-steel base. Height adjustment of 4 1/2 inches. Made by The Toledo Metal Furniture Company, 1100 South Hastings Street, Toledo 7, Ohio.

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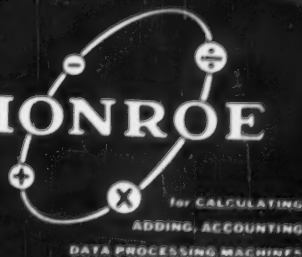


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